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ABSTRACT

This model presents an experimental orientation program at a computer college. Subjects were 200 freshmen students, 100 of whom participated in the experimental program and 100 of whom acted as a control group. The control group went through a traditional orientation program - three four-hour sessions in a large auditorium. The experimental students were assigned to small groups of 9 to 15 students with a professional group leader from the administrative staff. Results indicate that students involved in the experimental groups were more favorably disposed toward the orientation program. Also included with this program descripticn are materials used in the program including a self-instruction text and a self-report questionnaire. (HMV)

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# OUTREACH

## DEVELOPMENTAL/PREVENTATIVE PROGRAMMING

Freshman Orientation and Career
Articulation with a Rational Value
Decision-Making Model

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July 1, 1972

Program authorized by NIMH Outreach Program at Colorado State University and conducted by the Weber State College Counseling Center.

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# TABLE OF CONTENTS

Page

INTRODUCTION 1

Institutional Background 1
Program Selection 2
Administrative Authorization for Project 3

REVIEW OF PERTINENT LITERATURE 5

METHODS 19

Staffing and Training 19
Identification of Subjects 20
Procedure 20

RESULTS 28

Collection and Treatment of the Data 28
Findings 29
Discussion 42

BIBLIOGRAPHY 47

APPENDICES 49

Appendix A. Experimental Student Packet 49
Appendix B. A Value Model: A Self-Instruction Text 77
Appendix C. Preassessment Research Tools 134
Appendix D. Orientation Self-Report Questionnaire 152
Appendix E. Summary of Questionnaire Results 159

# INTRODUCTION

## Institutional Background

Weber State College was founded in Ogden, Utah as Weber State Academy on January 7, 1889. The 1933 Utah Legislature established Weber as a state junior college and placed it under the control of the State Board of Education. The 1959 Utah Legislature authorized the addition of upper division courses which resulted in the first junior class in 1962-63 and the first senior class in 1963-64. When the school opened on January 7, 1889, a total of 98 students appeared before two instructors. Today, 355 faculty members instruct more than 10,000 students in a wide variety of subjects.

Weber State College is basically a community college; with approximately 90 percent of its students coming from a commuter population within a geographical radius of some 50 miles. As a four-year state institution, Weber State College cooperates with the people of the surrounding community in ascertaining their educational needs for professional, vocational, and cultural education and training, and organizes programs to meet those needs in the following areas:

1. Academic and vocational curriculums meeting baccalaureate degree requirements.
2. One and two year curriculums in the vocations preparing

students for positions in business and industry upon completion of required courses.

3. An adult program organized primarily for personal improvem[illegible] and occupational efficiency.
4. To provide a counseling program to guide students in the major fields compatible with their aptitudes and interests and also with occupational opportunities.

As a community college and public institution, any high school or GED graduate within the state may be admitted to Weber State College. In addition, Weber State College is in very close proximity to two major universities in the state. These factors, together with the broad spectrum of educational opportunities at Weber College ranging all the way from six weeks of vocational training through the baccalaureate program brings together a studentbody with a wide range of academic ability including opportunities for a large number of marginal students.

## Program Selection

[illegible]

The Counseling Center conducted an institutional research program in cooperation with the American College Testing Program (ACT) covering such areas as: instruction, college policy, student personnel services, registration, orientation, library services, and others in order to evaluate areas of concern or need. A research questionnaire was also sent out, specifically on Counseling Center services. See Appendix C for research tools. These two studies were conducted on a randomly selected sample of 600 sophomore, junior, and senior students. In addition, a student steering committee, chairmanned by our project assistant, a psychology senior, was charged with the responsibility of independently researching and identifying a list of priority concerns. These efforts were directed at identifying our number one priority for the attention of the Outreach Program. Our research and the student research identified the freshman orientation program and academic-career planning as the primary concerns. The research from both the Counseling Center and the student steering committee indicated that the efforts in these areas on the part of the college are far from adequate in meeting student needs. These areas appear to be surrounded by a great deal of frustration and disappointment on the part of the students.

## Administrative Authorization for Project

The Counseling Center's participation in this NIMH Outreach Research Project was authorized by the Dean of the Division of Student Personnel Services as well as by the Administrative and Academic Vice Presidents. After determining the type of pre-evaluation research that would be necessary to determine a program priority, a research proposal involving concurrent research with ACT and the Counseling Center was taken to the President's Office through the Dean of Student Personnel Services. Along with a request for permission to conduct the research on our studentbody, a specific request was made through our student steering committee that we release the results of this study to the studentbody. Permission was granted to conduct the research and release the results to the studentbody. It should be noted that this is the first time that such research involving quality of instruction, college policy, registration procedures, student personnel services, etc., has been publicly released to the college community.

After conducting the described research, the results were presented along with a proposal for an experimental design, to the Dean of Admissions and Records and the College Orientation Committee. The experimental design included an experimental group of freshman orientation students who would receive a small group treatment with two major objectives in mind--to personalize orientation and make the students' entrance into the system more fluid and personally satisfying, and to "teach the system and how to cope with it" in a practical way; and secondly, to introduce a decision-making model in order to enable students to determine feasible choices for majors and careers and to facilitate a long-range plan for attainment of these goals. The control groups would consist of students who would go through the usual large group orientation procedure conducted by the administrative officers of the college. The typical large group treatment consists of from 1,000 to 1,500 students in an auditorium setting in a schedule of two or three sessions, three to four hours in length.

## REVIEW OF PERTINENT LITERATURE

Orientation treatments vary a great deal as to the programs, philosophy, a multiplicity of goals, and the way in which these programs are implemented. This great variety leads to a number of apparent contradictions in the apparent value and success of these programs. Many of the contradictions are simply because of the differences in methods of implementation, philosophy, or goals and are not really contradictions at all. However, there are some studies which present contradictory information about the value and success of the specific programs in question. Therefore, we have admittedly used only those relevant articles which shaped our thinking as we developed our orientation program. Our purpose in reviewing the literature was not geared to determining whether orientation was necessary but was conducted to help us avoid some of the mistakes of the past and to implement apparently helpful procedures where possible. We further utilized the research to determine that our major objectives would be to personalize orientation through the use of small groups and by introducing a decision-making model in order to enable students to determine feasible choices for a major.

According to Arbuckle (1949), historically speaking, the first orientation course was inaugurated at Brown University in 1888; and there is some indication that by the late thirties most colleges were offering some type of orientation program.

Tyler (1953) reports that the responsibility for orientation evolved as a function of college personnel services, and further includes a summary from the American Council on Education which at that time formulated a list of college personnel functions:

1. Interpreting institutional objectives and opportunity to prospective students and their parents and to workers in secondary education.

2. Admitting students in cooperation with secondary school.

3. Orienting the new student to his college environment and keeping him continuously and adequately informed of the educational opportunities and services available to him.

4. Providing counseling services which with the aid of diagnostic facilities and other referral agencies, assist the student in adjusting to and planning for his educational, vocational, emotional, social, and religious growth.

5. Determining the physical and mental health status of the student and providing appropriate health service.

6. Providing and supervising an adequate housing program for students.

7. Providing and evaluating an adequate food service for students.

8. Developing, supervising, evaluating a program for student activities.

9. Assembling and making available information to be used in improvement of instruction and in making the curriculum more adjustable to the needs of students.

10. Supervising and coordinating programs of financial aid and part-time employment of students and counseling the student who needs to obtain such help.

11. Assisting the student to find appropriate employment when he heaves the institution and following up on the student after he has left the institution.

12. Keeping student personnel records and making them available to the proper persons.

13. Maintaining student group morale by evaluating, understanding, and developing student morals.

14. Carrying on research studies designed to evaluate and improve personnel functions and services.

The first, third, and fourth statements seem to emphasize and perhaps justify the necessity for orientation programs. Judging from the number of such programs, many schools have felt this necessity. As of 1953 Plutchik and Hofmann (1958) report that 70 percent of the colleges in the Midatlantic states had freshman orientation programs with an average duration of one semester. Greene (1954) made a survey of small colleges in thirty states. He reported that 52 percent had an orientation course and that 36 percent of those without the course planned to make one. He added,

> The practice of giving students academic credit for freshman orientation course is not widely used. Fifty-five percent of the colleges reported giving no academic credit and 44 percent of the colleges' freshmen received academic credit from one unit to three units per semester or quarter.

Arbuckle (1953) states,

> Orientation is a 'must' for every college and it should utilize the services of the entire faculty and some of the studentbody. It should not be either student dominated or

> faculty dominated, but both the faculty and student should work together to assist the incoming students as much as possible.

Wrenn (1951) defined orientation as, ". . . assisting students in acquiring techniques for living at college, in achieving beneficial balance among all the demands and opportunities of college life, and in gaining perspective and a sense of purpose." He agreed with authors of other studies at the time in that,

> The general trend is toward expecting less of the freshmen days and extending the process over a semester engaging in more activities in which there is an immediate interest for students and crowding less particularly of lectures and formal information into the schedule of freshman days.

Mueller (1961) has made the statement, "It is easier to plan and carry out a campus orientation program than to describe the complex of underlying theories." It is apparent from the literature that some of the wide variety of programs can be attributed to the very different kinds of goals for such programs.

Fitzgerald and Busch (1963) have made one of the few attempts to specify these underlying theories.

> There appear to be at least two philosophical theses implemented in orientation programs . . . the microcosmic 'definition' is expressed by the institutional concern to orient, or to direct the student to his immediate relationship to the institution. In operation, this is manifest by emphasis upon placement testing, pre-registration, advising, introductory convocation, how-to-study and note-taking lectures, campus tours, and student activities.
>
> The macrocosmic emphasis is designed to place a student in position within the institution in terms of functions and goals of higher education. In this type of

> program emphasis is placed upon intellectual challenge and development, philosophical treatment of the student role and relationship with the institution, 'great books' and 'issues' discussions, purposes and values of higher education and general education, and the responsibility for the appropriate student scholarship and leadership.
>
> Student reaction to each of these supports the contention that both must be accomplished. The microcosmic approach has resulted in disillusionment for new students with the accompanying feelings that the individual is involved in a mass production line and that vocational preparation is a singularly important idea. The impact of the macrocosmic program is frustration and confusion resulting from intangible programs dealing with values and philosophical discussions, which did not meet the student's immediate concerns.

One would have to agree with Mueller in that there are and have been few attempts to publish any statement of philosophy. On the other hand, however, the literature is abundant with statements of objectives or goals for orientation programs.

Black (1964) has listed four basic aims of orientation programs which, according to other similar articles, would certainly be described as somewhat longstanding aims for orientation. They are:

1. To aid the student in becoming acquainted with educational facilities offered by the college or university.
2. To give the educational institution an opportunity to evaluate each student.
3. To acquaint the student with the campus personality and community.
4. To acquaint the student with himself, his aspirations, and potential.

In spite of evidence indicating the rather extensive use of orientation programs and in spite of the lofty goals and aims expressed for orientation outcomes, there is some rather challenging data in the literature regarding the value of such programs.

Brown (1961) cited the remarks by Dean William L. Durren of the University of Virginia in summing up the findings of an American Council on Education Conference on Student Orientation Programs. He commented as follows:

> . . . This conference . . . has deepened my skepticism of the effectiveness of the conventional freshman orientation program as a means of introducing students to the intellectual life of the college . . . It has impressed me with the fact that what any one orientation program can accomplish is at best limited.
>
> As several people have observed, if there is a genuine intellectual life the student will find it out; if there is no real intellectual life the student will find that out too. . . . Thus the problem really becomes one of strengthening and creating an intellectual climate throughout the whole institution.

Nothing in this statement by Dr. William L. Durren is particularly contradicted by the findings of most studies regarding various orientation treatments.

Cole and Ivey (1967) have observed in their own studies regarding differences between students attending and not attending pre-college orientation that perhaps it is appropriate to state that orientation programs appear to "serve well as public relations devices." Orientation programs generally tend to be popular with students who are invited to participate. Students generally indicate on questionnaires and other devices of measurement that they believe they have profited in some way from the orientation procedure. Cole and Ivey further commented,

> Perhaps some real benefit is derived from the reduction of pre-college 'jitters' in those who attend. It may be that in these factors there is justification enough. Perhaps the best that can be hoped for is some improvement in parent-student attitude towards the university, its agenda, and personnel--a worthwhile goal in itself.

Cole and Ivey further discuss their findings; namely, that attendance at a college orientation program appears to make little difference in college student attitudes and success in college and that in general differences between attenders and non-attenders are minimal. A number of longitudinal studies also support the above findings. Donk and Hinkle (1971) studied the impact of orientation over a period of three and one-half years and their findings indicate that even some of the significant differences found immediately after orientation programs are no longer present in students' responses to their study at any point in time after two years. They conclude that orientation programs make no appreciable difference in college students' attitudes or success in college and that perhaps the only real benefit of college orientation is as a public relations device for the college or university.

In spite of the apparent fact that college orientation programs in general do not provide significant differences in their participants as opposed to those students who do not attend, there is ample evidence to indicate that there are certain aspects of college orientation programs that students respond to in a rather positive way. There is also ample evidence to indicate that students tend to enjoy and relate well to pre-college orientation programs and consistently express rather positive response sets about such programs. Reiter (1964); Smith, Perkins, and Ziegler (1957); and Zwicky (1965) all provide a good deal of data to this effect.

One of our major concerns here at Weber State was in regard to whether to approach our orientation with the typical large group assemblies or to utilize small group and individual meetings to accomplish this task. There is a good deal of research that indicates that objectives such as those we have outlined earlier are better met through a small group procedure. Illustrative of this research is a study of student responses to various types of orientation programs by Miller and Ivey (1967). The authors indicated that,

> The primary differences in student attitude were noted in responses to large group assemblies as compared with small group or individual meetings . . . Individual conferences and small group meetings with counselors, faculty, college deans, and faculty advisors were consistently rated higher and received more favorable comments than other organizational approaches.

These findings suggest the possibility that any well organized pre-college program would probably be accepted positively by students.

Wrenn (1951) indicated that large group lectures are generally ineffective. That small groups lead by student advisors with the help of consultants are needed and are more likely to help students gain a new orientation toward themselves and their goals. His study also indicated that the laboratory method is also likely to be even more effective. The laboratory method entails students first appraising their need for certain kinds of practice and instruction and then planning their individual programs.

The type of organizational planning does appear to have an effect upon favorable responses from participants. Small group meetings and individual sessions were consistently responded to more favorably than were large group meetings regardless of the type of activity or the program. In fact, the studies conducted with regard to this variable suggest that it might be well to eliminate all of the assemblies or large group information meetings. The recommendation is made by Miller and Ivey that "program directors should be sufficiently informed as to the information needed by participants so that the required information could then be distributed in written form or verbally by leaders of small groups."

The research indicates no benefit in having information disseminated by administrators, and in fact, there is considerable data to contraindicate this practice. Arbuckle (1953) indicated his belief that students should carry a major share of the load in orientation programs.

> There is no other personnel service with the exception of student activities that can be so effectively organized and administered by students as the orientation program. An orientation committee should be made up of responsible adults together with the chief personnel officer and other faculty directly concerned with orientation. A student representative should be elected by the students and they will probably outnumber the faculty members. Sophomores should be well represented on the committee since they have had the most recent impression of their orientation experience.

Arbuckle further commented on his belief that such programs are faculty planned and dominated by the faculty on the assumption that they know better what a student's problems are than do the students themselves.

As we considered our second major goal, that of assisting our students to articulate a sound academic-vocational plan, we believed that it may be possible to utilize a rational value decision model for vocational and academic choices which has been developed by Dr. Milton O. Meux, Gary Casper, James Chadwick, Gerald R. Coombs, et. al., of the University of Utah. These faculty members and graduate students have been doing validation, norming and standardization procedures with some of their programmed materials with various school districts in Salt Lake City. There was sufficient evidence from their research to indicate that this value decision model would be effective for use in our orientation program to achieve our second goal. Metcalf (1971), editor of the Yearbook for the National Council for Social Study, has recently contributed the entire Forty-first Yearbook to this value decision model. With contributions from the authors who developed the model, Metcalf presents information on the rationale, strategies, and procedures for the use of the model. The reader is referred to this yearbook for comprehensive information on the model. The reader is also referred to Appendix B where the program text for this value model is presented in its entirety.

Suggestions and recommendations for introducing decision making to students have been evident for years. Super (1960) recommended "curriculum approaches which foster planfulness". Super observed that the awareness of factors requisite for making sound vocational decisions was simply not adequate and suggested students be exposed to "vocational counseling of the decision-making type that might involve exploratory decisions on a step-at-a-time basis".

Gelatt (1962) suggested that decision making could serve as a conceptual framework for counselors because,

> Through decision-making counseling students are required to learn more about themselves and their environment as this information is related to the decision and by participating in the decision-making process they can learn to make decisions more independently and accept the proper responsibility.

Stefflre (1966) in a similar vein discusses ten propositions about vocational choice and notes the need for a binding theory. He states that decision making may provide a binding theory "since it tends to be concerned with wise choices as well as helping students understand themselves."

Thorensen and Mehrens (1967) get even more specific in cautioning that one cannot assume that a person can utilize good and abundant information effectively; rather they feel that the individual needs assistance in acquiring "effective strategy for analyzing, organizing, and synthesizing information in order to make good decisions".

Dillenbeck (1969) offered a general program outline for a decision-making program in his Title Report to the Trustees of the College Entrance Examination Board Guidance Services, 1968. Dillenbeck focused on the evidence that many individuals make educational plans and decisions without adequately taking into account their knowledge either of self or educational opportunities. He urged, "Services are needed to help individuals learn and practice rational processes for making educational plans and decisions and integrating self understanding and information about educational opportunities."

In addition, one can infer a number of possibilities from other numerous studies that have focused upon student decision making. For example, Ryan (1968) working with 300 junior college students found subjects in counseling groups using simulation materials and receiving counselor reinforcements scored significantly higher on vocational decision tests than students receiving reinforcement without simulation materials. It was especially interesting that Ryan controlled for initial decision-making behavior by limiting the population to those whose educational and vocational plans were not decided. An important finding in the study was the identification of active intervention in the decision-making process as an important variable. While Ryan studied the junior college students, other studies give support to the idea of intervention at an even earlier point in the school career.

Krumboltz (1967) found problem-solving career kits consistently produce more interest and more occupational information seeking in high school students. Lower social economic status students were particularly responsive to solving problem approaches.

Gribbons (1960) used Martin Katz's decision-making workbook, You--Today and Tomorrow, with eighth-grade students and found, "pupils in the study made significant increases both in awareness and accuracy in appraisal of their abilities, values, and interests".

Additional literature explores the various components that generally appear in the decision-making process. For example, Barbara Vance (1967) stresses the need for setting objectives and identifying problems before learning experiences can be arranged.

Allport (1966), who has repeatedly advocated the teaching of values in schools, emphasized the importance of values in realizing one's best potentiality and warns, "some individuals seem to give evidence of being almost unconscious of their value system perhaps because they have become so accustomed to them".

Clark, et. al. (1965) stresses the need for good data in decision-making and Circourel and Kitsuse (1964) seemed to make a strong case for teaching students decision making skills when they conclude in their study, The Education Decision Makers, that 'the professional orientation of counseling tends to lead to a managed student in all areas of life".

It is somewhat ironic that decisions relative to academic majors and vocations must be made prior to the time when most students have the experience to be able to insure their decision will be sound. How, then, it may be asked, may a student be reasonably sure that the decisions made regarding these areas are sound? Furthermore, what does the term "reasonably sure" mean? These are not simple questions to answer, but the importance of the consequence of such questions certainly argues for attempts to discover such answers. Various decision-making models have been developed to aid in making decisions under conditions of uncertainty. One such model has been developed as previously described by Dr. Milton Meux and his associates to deal specifically with questions of values; i.e., those questions where a decision must be made where it requires evaluation in terms of what is of worth or value to the decision maker or in other words what is good or bad, desirable or undesirable.

Casper (1970) authored a programmed self-instruction text as a masters thesis and his contribution to the total decision model. It is a derivation and modification of this programmed self-instruction text that we used in our program. Certain aspects of gaining information relative to this decision model and its possible benefits to our program were made easier by the fact that Gary Casper is a member of the Data Processing faculty here at WSC. He is currently doing his Ph. D. program in Counseling Psychology at the University of Utah, and prior to our identification of orientation and articulation of a vocational-academic plan, he had expressed an interest in participating in a project in our center wherein the value decision-making model could be used. It was after determining the focus of our program and substantiating the need for such a value decision model that we made the decision to incorporate it in our study.

## METHODS

### Staffing and Training

Inasmuch as the Outreach Program consists of orienting students to the college and taking them through a decision-making process relating to their academic program, we believed it necessary to obtain the services of people who were knowledgeable in these areas. We, therefore, selected our regular college counseling staff, plus the Director of the Guided Studies Program, and the Assistant to our Dean of Students who has a counseling background. Ideally, we would have liked to utilize a number of students, but because it was difficult to locate good student leaders at the beginning of fall quarter and not feasible to train them adequately, we obtained the services of the above-mentioned professionals. There is more than abundant literature to indicate the effectiveness and desirability of student involvement in such programs, and we have proposed a summer orientation program to be staffed almost entirely by student group leaders.

The professionals that were selected are all at the masters degree level in counseling psychology as well as having some work completed toward doctorate programs.

As previously indicated, we used the value decision model developed by Dr. Milton Meux and his associates at the University of Utah. Dr. Gary Casper, one of Dr. Meux' associates in the development of this model and a member of the Data Processing Department at Weber State was hired to teach the model to our staff and assist us as an ongoing consultant throughout the Outreach Program. Because of subsequent interest expressed by Dr. Meux and the other graduate students involved in the model at the University of Utah, we gained the benefit of some more indirect consultation and suggestions by that entire group.

## Identification of Subjects

One thousand, seven hundred, sixty-two new freshmen students applied for admission to Weber State autumn quarter of the 1971-72 school year. A random table of numbers was used to select an experimental population of 100 and a control population of 100.

## Procedure

The entering freshmen students in our experimental groups were assigned to subgroups consisting of 9 to 15 students and were subsequently assigned to a group leader on the professional staff identified above. The control group was allowed to go through the traditional large group orientation procedure conducted by the administrative officers of the college.

This treatment consisted of meeting all of the students in an auditorium setting for two or three sessions of some three to four hours in length during which time such administrators as the Dean of Admissions, the Registrar, the Deans of each of the academic schools, and some studentbody and alumni officers presented information they believed to be of importance regarding policies and procecures in their respective area. This treatment varies a great deal as to the content from year to year, although substantially the same administrative officers are involved.

The experimental subgroups were all sent through uniform treatment consisting of the following two major objectives and the behavioral goals for each objective. The packet of materials, including the steps for the use of the value decision model, are found in Appendix A.

Two major objectives for the program are as follows:

1. To personalize orientation and make a student's entering into the system more fluid and personally satisfying.

2. Introduce a decision-making model in order to enable a student to determine feasible choices for careers and to facilitate long-range plans for the attainment of these goals.

Behavioral goals for first objective:

1. Attend a small group orientation session for two six-hour days.

2. Identify either (a) the three major requirements for a two-year associate degree, or (b) the five major requirements necessary to complete a bachelors degree.

3. Locate, familiarize, and discuss with a group leader the functions and services of the following people's offices.

    a. President
    b. Academic and Administrative Vice Presidents
    c. Dean of Students
    d. Counseling Office
    e. Financial Aids Office
    f. Health Services
    g. Housing Office
    h. Advisement Office
    i. Placement Office

4. Meet with an advisor to identify courses for fall quarter.

5. Select classes which you would like for fall quarter.

6. Register for fall quarter.

7. Discuss the procedure for

   a. Dropping classes
   b. Adding classes
   c. Explain the procedures and policies for academic warning, probation, and suspension.

Behavioral goals for second objective:

1. Make a series of six individual and/or small group appointments with the group leader. (The sixth session would culminate in a pre-registration for the subsequent quarter thus implementing part of the student's planning.)

2. Review a list of occupational and career titles.

3. Select and copy down on paper all occupations which attract your interest.

4. Rank order the occupations as to the top ten most interesting.

5. Analyze your occupations in your list as to which of the following categories they fall in:

   a. Artistic-Literary (art, drama, music, designing, photography, TV, radio, news reporting, law, writing, library work, drafting, etc.)
   b. Business, Clerical, Sales (data processing, accounting, typing, office work, selling, management, etc.)
   c. Social-Personal Service (social work, teaching, nursing, police, probation, recreation, cosmetology, stewardess, chef, etc.)
   d. Agricultural-Conservation (wildlife, forestry, farming-ranching, ecology, mining, logging, etc.)
   e. Mechanical (construction, repairing, operating equipment, aviation, transportation, assembling, etc.)
   f. Scientific (medicine, engineering, mathematics, electronics, etc.)

6. Indicate your selection to the following questions:

   a. I would like a job in which I work with people.

      1. Usually
      2. Often
      3. Sometimes
      4. Occasionally
      5. Rarely
      6. Never

b. I would like a job in which I tell other people what to do.

1. Usually
2. Often
3. Sometimes
4. Occasionally
5. Rarely
6. Never

c. I would like a job in which I would be close and friendly with people.

1. Usually
2. Often
3. Sometimes
4. Occasionally
5. Rarely
6. Never

d. I would like a job in which I would be physically active.

1. Usually
2. Often
3. Sometimes
4. Occasionally
5. Rarely
6. Never

e. I would like a job in which I work with my hands.

1. Usually
2. Often
3. Sometimes
4. Occasionally
5. Rarely
6. Never

f. I would like a job in which I work with facts, figures, and information and apply them to my job.

1. Usually
2. Often
3. Sometimes
4. Occasionally
5. Rarely
6. Never

g. I would like a job in which I could be creative and work with ideas.

1. Usually
2. Often
3. Sometimes
4. Occasionally
5. Rarely
6. Never

7. State the rationale for why you selected the top three occupations

8. Assemble purported facts concerning your top three occupations and be able to give responses to the following questions:

    a. What is the working environment?
    b. What are the prospects for future occupations?
    c. What is a typical day's activity?
    d. What are the qualifications necessary for entry into this field?
    e. What are the specific course requirements?
    f. What will your annual income be five years after entering?
    g. What types of opportunities are available?
    h. What steps have to be taken (other than education) or what jobs held before you get to the job you want?
    i. How crowded is the field?
    j. How much money is necessary for education or training?
    k. How many years of preparation is required?
    l. Where will one need to go or need to live in order to find employment in this field?
    m. What moral questions or issues are attached to the work?
    n. What type of benefits or sacrifices will be requested of the family?
    o. What are the political ramifications involved?
    p. What health or safety hazards are associated with this work?

9. Make available information concerning your interest, aptitude, and personality by completing the following tests:

    a. Kuder Interest Inventory
    b. Strong Vocational Interest Blank
    c. General Aptitude Test Battery or American College Test (ACT)
    d. Edwards Personal Preference Schedule

10. Compare listed interests to the inventories completed.

11. Evaluate and discuss with your group leader or group your progress to this point.

12. Return and complete Steps 2, 3, and 4 once again if necessary.

13. Assess the truthfulness of your purported facts by discussing with a group leader the accuracy of the data in the following areas:

    a. Where did you obtain your data?
    b. How recently was it written?
    c. How authoritative is it?
    d. What changes have transpired since this authority was written?

14. Compare a list of purported facts as to their positive and negative aspects as they apply to you.

15. Rank order both the negative and positive characteristics as they might affect you.

16. Arrange, visit, and spend at least one-half day on the job site of each of the top three occupations which you have listed at this point.

17. State your final career decision.

18. List your required preparatory courses.

19. Complete a written schedule for completing preparatory program.

### Hypotheses

The hypotheses are stated in the null form. It is hypothesized that there will be no significant difference between the experimental group and the control group in regard to:

1. Subjects' judgment as to the appropriateness of the amount of information covered in orientation.

2. Subjects' judgment as to how lively and interesting the presenters were.

3. Subjects' stated opinion as to how helpful the information was which was presented in orientation.

4. Subjects' overall rating of the Freshman Orientation Program as to how useful the experience was and how well worth the time it was.

5. Subjects' opinion as to how well the Orientation Program informed them about academic and scholastic policies (grading, homework, warning, and probationary status).

6. Subjects' opinion as to how well the Orientation Program informed them about the campus, faculty, and administration.

7. Subjects' opinion as to how well the Orientation Program informed them about social activities on campus.

8. Subjects' opinion as to what areas they would have preferred more information during Freshman Orientation. The alternatives were: grading, homework, registration, change of class schedules, dropping and adding classes, academic standards policies, warning, probation, and suspension.

9. Whether or not the subjects' reported having had a conference with their advisor or group leader either during or at the end of the Orientation Program.

10. Subjects' opinion as to how free and comfortable they felt to ask questions or get individual attention for their problems.

11. Subjects' satisfaction with the amount of time spent with them by their presenters.

12. Subjects' knowledge of the physical location of their advisor.

13. Subjects' opinion about the value of the following services: academic advisement (selecting courses, planning course schedules, adjusting schedules, etc.)

14. Subjects' expression of the degree of difficulty in adjusting to college.

15. Subjects' expression of their degree of satisfaction with the college as a whole.

16. Subjects' opinion of registration process as to its simplicity and convenience.

17. Subjects' degree of acquaintance with the Counseling Center.

18. Subjects' degree of satisfaction with the courses suggested by their advisor or group leader.

19. Subjects' satisfaction with the courses they personally selected.

20. Subjects' opinion as to whether their advisor or group leader helped them to formulate an overall academic program for graduation.

21. Subjects' degree of understanding the specific graduation requirements for their major and minor fields.

22. Subjects' degree of certainty about their choice of major at the time they enrolled in the college.

23. Subjects' degree of certainty about their choice of major at the present time. (Post study evaluation at the end of the first quarter.)

24. Subjects' opinion as to the extent the Freshman Orientation Program helped them decide upon a major.

25. Subjects' belief as to the effect of the Orientation Program in producing a change in their original choice of major; e.g., strengthening or weakening their original choice of a major.

26. Subjects' report of having outlined the specific course requirements for their specific major.

27. The number of subjects who declared a change of major.

28. Whether or not subjects who changed their major have completed the official paperwork required by the college for such a change.

29. The attrition of the subjects as to their enrollment in college measured at the end of the second quarter.

30. Grade-point average (GPA) measured after one quarter.

31. Subjects' completion of the Self Report Questionnaire.

## RESULTS

### Collection and Treatment of the Data

All of the experimental and control subjects were administered a quesionnaire at the completion of the autumn quarter, 1972. This self-report questionnaire is presented in Appendix D. In addition, clerical checks were made from computer records on such items as attrition, change of major, grade point average, etc. A chi-square analysis was performed to test the hypotheses. See Table 1 for a summary of the results of chi-square. It should be noted that in testing for significant differences, two violations of the chi-square procedure were observed. The first was a violation of the assumption that the individual measures must be independent of each other. It is recognized that we have some repeated measures on the same students. The second violation occurred in that there were not always five or more expected frequencies. Blalock (1960) states "whenever any of the expected frequencies are five or less it is highly advisable that some kind of modifications be made." As may be observed on the Chart of the Summary of the Results of Chi-Square Table 1, the cells were modified for our test. For those questions in which there were less than five expected frequencies, we collapsed the cell and in almost every case, found our test to show a higher significance level. In no case was there a lower significance level produced by making this adjustment.

## TABLE 1

## SUMMARY OF RESULTS OF CHI-SQUARE

| Question Number | Significance Level | Modified Significance Level | Response Number Ignored |
|---|---|---|---|
| 1 | .01 | .01 | NR, 1 |
| 2 | .01 | .01 | NR |
| 3 | .05 | N/A | |
| 4 | .01 | .01 | NR, 4 |
| 5 | .01 | .01 | NR, 4 |
| 6 | .02 | .01 | NR, 4 |
| 7 | .01 | N/A | |
| 8 | NS | NS | NR, 3 |
| 9 | .05 | .01 | 2, 4, 5, 6 |
| 10 | .01 | N/A | |
| 11 | .01 | .01 | 3, 4 |
| 12 | .01 | .01 | 3, 4, 6 |
| 13 | .01 | N/A | |
| 14 | .01 | .01 | NR, 1, 5 |
| 15 | NS | NS | 1 |
| 16 | NS | NS | NR, 4, 5 |
| 17 | NS | NS | NR, 1, 4 |
| 18 | NS | NS | NR |
| 19 | .01 | .01 | NR, 1 |
| 20 | .01 | .01 | 3, 4 |
| 21 | .2 (NS) | NS | NR, 4 |
| 22 | .02 | .01 | 1 |
| 23 | .05 | N/A | |
| 24 | .2 (NS) | .2 (NS) | NR |
| 25 | .01 | .01 | NR, 1, 2 |
| 26 | .01 | .01 | NR, 1, 4, 5 |
| 27 | NS | N/A | |
| 28 | NS | .1 (NS) | 1, 4, 5 |
| Retention | .5 (NS) | N/A | |
| Major Change | .01 | N/A | |
| Completed Questionnaire | NS | N/A | |
| GPA | .5 (NS) | N/A | |

NS = Not Significant
NR = No Response
N/A = Not Applicable

## Findings

A complete summary of the questionnaire results and weighted means are presented in Appendix E. Only the more interesting and pertinent percentages are cited in the findings below. When percentages are cited, they are rounded off to the nearest percent. Therefore, the reader is encouraged to review Appendix E for a thorough breakdown of the percentages in the various response categories.

Hypothesis 1 was rejected. With regard to the appropriateness of the amount of information covered in orientation, 57 percent of the subjects in the control group responded that their presentation was "too long" as opposed to 25 percent of the experimental group. Seventy percent of the experimental group responded that the length of their presentation was "about right" as opposed to 32 percent of the control group. No subjects in either group indicated that their presentation was "too short".*

Hypothesis 2 was rejected. Regarding the subjects' judgment as to how lively and interesting the presenters were, 55 percent of the control group indicated that they were "somewhat dull and boring" as opposed to 27 percent of the experimental group. Six percent of the experimental group indicated that they were "quite lively and interesting" as opposed to 1 percent of the control group. Forty-five percent of the experimental group indicated they were "somewhat lively and interesting" as opposed to 24 percent of the control group.*

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*Statistically significant at the .01 level of confidence.

Hypothesis 3 was rejected. Regarding the subjects' opinion as to how helpful the information was which was presented in orientation, 45 percent of the experimental group indicated that the information was "quite helpful" as opposed to 5 percent of the control group. Fifty-five percent of the control group indicated that the information was "somewhat helpful" as opposed to 25 percent of the experimental group. Only slightly more of the control group indicated that the information was "not very helpful" or "not at all helpful" than did the experimental group.**

Hypothesis 4 was rejected. Regarding the subjects' overall rating as to how useful the orientation program was, 34 percent of the experimental group indicated that it was "quite helpful" as opposed to 4 percent of the control group. Sixty-one percent of the control group indicated that it was "somewhat helpful" as opposed to 40 percent in the experimental group.**

Hypothesis 5 was rejected. Regarding the subjects' opinion as to how well the orientation program informed them about academic and scholastic policies, 32 percent of the experimental group indicated that the information was "very informative" as opposed to 7 percent of the control group. Twenty-four percent of the control group indicated that the information was "not informative" as opposed to 11 percent in the experimental group.*

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*Statistically significant at the .05 level of confidence.

**Statistically significant at the .01 level of confidence.

Hypothesis 6 was rejected. Regarding the subjects' opinion as to how well the orientation program informed them about the campus, faculty, and administration, 34 percent of the experimental group indicated that the information was "very informative" as opposed to 8 percent in the control group. Twenty-four percent of the control group indicated that the information was "not informative" as opposed to 11 percent in the experimental group.**

Hypothesis 7 was accepted. There was no significant difference between the experimental and control groups as to the subjects' opinion about how well the orientation program informed them about social activities on campus. The response categories were almost even with just slightly more students in the experimental group indicating that the information in this regard was informative.

Hypothesis 8 was rejected. Regarding the subjects' opinion as to what areas they would have preferred to receive more information during freshman orientation, 20 percent of the experimental group indicated they would have liked more information about grading policies as opposed to 4 percent of the control group. Twenty-three percent of the control group indicated a preference for more information about registration as opposed to 16 percent in the experimental group. Eleven percent of the experimental group indicated an additional preference for more information about dropping and adding classes as opposed to 3 percent in the control group. It should be noted that 57 percent of the control group did not respond to this question as opposed to 34 percent of the experimental group, (very high percentages for nonrespondents in both groups) which may indicate that the experimental group had been more motivated and made more aware of possible areas of information. If so, hopefully this condition would be due to their treatment, but this question needs further investigation.*

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*Statistically significant at the .02 level of confidence.

**Statistically significant at the .01 level of confidence.

Hypothesis 9 was rejected. Regarding whether the subjects reported having an individual conference with their advisor or group leader during or at the end of the orientation program, 73 percent of the experimental group responded that they did as opposed to 43 percent of the control group.**

Hypothesis 10 was rejected. Regarding the subjects' opinion as to how free and comfortable they felt in asking questions or getting individual attention for their problems, 64 percent of the experimental group indicated they felt "quite free" to ask questions and "successful in getting individual attention" as opposed to 31 percent of the control group. Twenty-five percent of the experimental group indicated that they felt "somewhat free" to ask questions as opposed to 12 percent of the control group.**

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*Statistically significant at the .05 level of confidence.

**Statistically significant at the .01 level of confidence.

Hypothesis 11 was rejected. Regarding the subjects' satisfaction with the amount of time spent with them by their presenters, 25 percent of the experimental group indicated that there was "plenty of time" and that they were "very pleased" as opposed to 11 percent of the control group. Forty-five percent of the experimental group indicated that the "time was ample" and that they were "pleased", as opposed to 23 percent of the control group. Twenty percent of the control group indicated that there was "not enough time" spent with them as opposed to some 9 percent in the experimental group.*

Hypothesis 12 was rejected. With regard to the subjects' knowledge of the physical location of their advisor, 89 percent of the experimental group indicated that they knew that location as opposed to 61 percent of the control group.*

Hypothesis 13 was rejected. Regarding the subjects' opinion about the value of academic advisement (selecting courses, planning course schedules, adjusting schedules, etc.) 11 percent of the experimental group indicated the service was "extremely valuable" as opposed to 4 percent in the control group. Thirty-nine percent of the experimental group found the service to be "worthwhile" as opposed to 25 percent in the control group. Fifty-eight percent of the control group reported never using this service as opposed to 20 percent in the experimental group. Approximately 3 percent of the subjects in both groups reported that the college "does not offer this service."*

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*Statistically significant at the .01 level of confidence.

Hypothesis 14 was accepted. There was no significant difference between the experimental and control groups. Regarding the subjects' opinion of the degree of difficulty in adjusting to college, 4 percent of the experimental group indicated "yes, to an extreme degree" as opposed to 3 percent of the control group who made this response. Nineteen percent of the control group indicated a "noticeable amount" of difficulty as opposed to 9 percent of the experimental group. Roughly 84 percent of the experimental group indicated "very little" or "no difficulty" as opposed to 74 percent in the control group. The data slightly favored the experimental group although it was not expected that this area could be affected in an orientation treatment.

Hypothesis 15 was accepted. There was no significant difference between the experimental and control groups. Regarding the subjects' expression of the degree of their satisfaction with the college as a whole, 74 percent of the experimental group indicated that they were "satisfied" or "completely satisfied" with the college as opposed to 79 percent of the control group. Twenty-five percent of the control group indicated an indifferent attitude to this question as opposed to 15 percent in the experimental group.

Hypothesis 16 was accepted. There was no significant difference between the experimental and control groups. Fourteen percent of the experimental group did "strongly agree" that registration was simple and convenient as opposed to 4 percent of the control group. Forty-six percent of the control group indicated that they "agreed" that registration was simple and convenient as opposed to 43 percent in the experimental group. Approximately the same percentages of subjects in both groups indicated that they either "disagreed" or "strongly disagreed" that registration was simple and convenient.

Hypothesis 17 was rejected. With regard to the subjects' degree of acquaintance with the Counseling Center, 19 percent of the subjects in the control group indicated that they were "not at all acquainted" with the Counseling Center as opposed to 5 percent in the experimental group. Forty-four percent of the subjects in the control group indicated that they were "vaguely acquainted" as opposed to 23 percent in the experimental group. Thirty-nine percent of the subjects in the experimental group indicated that they were "moderately acquainted" as opposed to 24 percent in the control group. Twenty-five percent in the experimental group indicated that they were "fairly well acquainted" as opposed to 9 percent in the control group.*

Hypothesis 18 was rejected. With regard to the subjects' degree of satisfaction with the courses suggested by their advisor or group leader, 20 percent of the subjects in the experimental group indicated that they "strongly agreed" with the selection of courses, as opposed to 11 percent in the control group. Sixty-one percent of the experimental group indicated that they "somewhat agreed" with the selection of courses as opposed to 38 percent in the control group. It is interesting that 40 percent of the control group did not respond to this question as opposed to 4 percent in the experimental group, which when the treatment is considered, points to the possibility that subjects in the control group generally did not have an opportunity to formulate an academic plan with their advisor or group leader or did not avail themselves of such an opportunity.*

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*Statistically significant at the .01 level of confidence.

Hypothesis 19 was tentatively accepted. There was a significance level of .2 in favor of the experimental group regarding the subjects' satisfaction with the courses they personally selected. It is noted that this is not considered a statistically significant difference. Thirty-six percent of the experimental subjects indicated strong satisfaction with the courses they selected as opposed to 32 percent in the control group.

Hypothesis 20 was rejected. Regarding the subjects' opinion as to whether or not their advisor or group leader helped them to formulate an overall academic program for graduation, 39 percent of the experimental group "somewhat agreed" that their advisor or group leader did help formulate such a plan as opposed to 20 percent in the control group. Approximately the same percentage of subjects in both groups indicated their "strong agreement" that the advisor or group leader had helped to formulate such a plan. Thirty percent of the control group did not respond to this question as opposed to 7 percent in the experimental group, which when all factors are considered, tends to indicate that subjects in the control group generally did not have an opportunity or avail themselves of such an opportunity to formulate an overall academic plan.**

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*Statistically significant at the .01 level of confidence.

**Statistically significant at the .02 level of confidence.

Hypothesis 21 was accepted. With regard to the subjects' degree of understanding of the specific graduation requirements for their major and minor fields (not comprehensive baccalaureate requirements) slightly more subjects in the experimental group, 25 percent, as opposed to 14 percent in the control group indicated that they did understand said requirements. Slightly more in the control group, 28 percent as opposed to 13 percent in the experimental group, indicated that they did not understand the graduation requirements in the major and minor fields. Note: This question was originally intended to determine the subjects' overall understanding of the associate degree and baccalaureate requirements, but its usefulness was contaminated by the addition of the words "major and minor fields". There was some discussion of major and minor requirements in the experimental treatment which may account for the small differences. This could be regarded as more favorable for the experimental treatment because the experimental treatment presented information about majors and minors in a general way while the academic advisors in the various departments had an opportunity to present specific instructions about their respective majors and minors to the control subjects. Given this circumstance, the control subjects could possibly be expected to understand the requirements more completely than the experimental subjects, yet reported that they did not.

Hypothesis 22 was rejected. With regard to the subjects' degree of certainty about their choice of major at the time they enrolled in college, 50 percent of the experimental group indicated that they were "very certain" as opposed to 35 percent in the control group. Twenty-six percent of the control group indicated that they were "very uncertain" as opposed to 5 percent in the experimental group. Even though this question was asked relative to the beginning of the quarter, there was undoubtedly some contamination in the answers due to the work done in the experimental group about the selection of a career and college major.*

Hypothesis 23 was tentatively accepted. There was a significance level of .2 between the experimental and control groups in favor of the experimental groups. This level is not regarded as statistically significant. Thirty-nine percent of the experimental group indicated that they were "very certain" of their choice of majors at the present time as opposed to 32 percent in the control group. Thirty percent of the experimental group indicated that they were "almost certain" as opposed to 22 percent in the control group.

Hypothesis 24 was rejected. With regard to the subjects' opinion as to the extent the freshman orientation program helped them decide upon a major, 91 percent of the subjects in the control group indicated that the freshman orientation "did not help them at all" while 66 percent of the subjects in the experimental group responded in this manner. Thirteen percent of the subjects in the experimental group indicated that freshman orientation had helped them decide upon a major to a "great extent" or a "noticeable amount" while no students in the control group made this response.**

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*Statistically significant at the .05 level of confidence.

**Statistically significant at the .01 level of confidence.

Hypothesis 25 was rejected. Regarding the subjects' belief that the orientation program changed their original choice of major; e.g., strengthening or weakening their original choice, 5 percent of the experimental group indicated that their original choice of major was "strengthened" as opposed to 4 percent of the control group. Twenty percent of the experimental group indicated their choice was "strengthened slightly" as opposed to 3 percent in the control group. Fifty-five percent of the experimental group indicated "no change" in their original choice as opposed to 75 percent of the control group. Seven percent of the experimental group indicated their original choice was "weakened considerably" as opposed to 4 percent in the control group. When placed in perspective with the results of Hypotheses 22, 23, and 24, it is believed that the experimental orientation treatment and value decision-making model may have created a condition whereby students were able to evaluate and re-evaluate their career plans in light of a more appropriate and rational criteria and act accordingly. It appears that the impact of the decision-making model was favorable especially when the data regarding Hypotheses 23 and 24 are reviewed.*

Hypothesis 26 was accepted. There was no significant difference between the experimental and control groups. Approximately the same number, 37 percent, of both groups indicated that they had outlined the specific requirements for their major. The balance of the subjects in both groups indicated that they had not outlined said courses.

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*Statistically significant at the .01 level of confidence.

Hypothesis 27 was rejected. Thirty-four percent of the subjects in the experimental group indicated a change of major or selection of a major during their first quarter as opposed to 18 percent of the subjects in the control group. This data must be evaluated relative to the data about Hypotheses 22 through 25.*

Hypothesis 28 was accepted. There was no significant difference between the experimental and control groups. With regard to whether or not subjects who changed their major have completed the official paperwork required by the college for such a change, 7 percent of both groups indicated that they had completed the official paperwork. The balance indicated that they had not completed the paperwork or did not respond to the question.

Hypothesis 29 was tentatively accepted. With regard to the retention of subjects through their second quarter of college, there was a small significance level, .5, in favor of the experimental group. It is to be noted, however, that this level is not considered statistically significant. Seventy-one percent of the subjects in the experimental group were enrolled at the end of the second quarter as opposed to 55 percent of the control group. There does appear to be a trend and this will be watched longitudinally.

Hypothesis 30 was tentatively accepted. There is a small significance level, .5, in favor of a higher grade point average for the experimental group at the end of the first quarter. However, .5 is not regarded as statistically significant. The mean grade point average at the end of the first quarter for the experimental group was 2.40 as opposed to 2.18 for the control group. The GPA's for the experimental and control groups will be watched longitudinally. It is hypothesized at this time that one of the longitudinal benefits of the decision model will be more appropriately directed study, hence perhaps higher GPA's.

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*Statistically significant at the .01 level of confidence.

Hypothesis 31 was accepted. There were no significant differences between the experimental and control groups regarding the percentage of subjects completing the self-report questionnaire. Seventy-nine percent of the experimental group completed the questionnaire and 77 percent of the control group completed the questionnaire.

## Discussion

Of some 31 null hypotheses, 20 were rejected, which would appear to indicate that the experimental treatment in general was successful. The experimental subjects exhibited a much more supportive response set toward their orientation treatment and small group sessions than did the control group. For example, there was even much greater acceptance of the more lengthy experimental treatment than we had anticipated. It will be recalled that the experimental group met with their small group leaders for several hours initially and also met with their small group leader either individually or on a group basis over a period of six weeks during the quarter. The experimental group subsequently reported that the amount of time spent with them was about right and that they were pleased about the scheduling of their orientation sessions. They did not report as did the control group that too much time was spent on orientation, even though they spent considerably more hours in the orientation process. This data is somewhat contradictory to a fairly recent decision of the college that orientation should not extend over the quarter but should only be an initial experience for the students.

The experimental group also reported that they were able to identify on a personal level with the experimental treatment and that they found it to be very "lively," "interesting," "helpful," "appropriate," and "useful," as an experience. In general, the experimental subjects reported that they had been better informed about important policies and practices on campus than their counterparts in the control group.

There has been much literature recently, although not reported in this paper, to indicate the success of peers working with students in areas dealing with such information as orientation. It is our belief that the small group process should be put together with peer leadership to facilitate an orientation program that could provide our incoming students with a treatment much more suited to their needs and this peer involvement is what our students have asked for. We have proposed such a program for the orientation of our freshmen students who are due to enroll in the autumn quarter 1972.

The experimental treatment produced a slightly better understanding of the registration procedure. However, that difference was not significant and was one of the disappointments in our program. It had been anticipated that by providing dummy packets, talking the students through the registration procedure, and then actually walking them through the procedure of actual registration, we would produce a more positive attitude toward registration. Again, this goal was not achieved. We had also hoped to achieve a better overall attitude from the experimental subjects as to their satisfaction with the college as a whole. This objective apparently was not achieved except as to specific areas previously cited.

While we were delighted with the overwhelming statistics which appear to favor the small group orientation treatment, we did become equally interested in the possibilities for the future use of the decision-making model as it relates to career choice and/or choice of major. When the relationship of certain aspects of the data are reviewed, it would appear that the decision-making model which was used with the experimental subjects did provide an opportunity for the students to rethink their initial choice of major or to seriously consider a criteria for the initial selection of such a major or career. The students in the experimental group made a great number of changes in their academic plans through the use of the decision-making model. As a result these students reported that they were more satisfied with their choice of major at the completion of their work with the decision-making model, and they also reported that orientation had significantly helped them in making this choice. It was the belief and general concensus of the small group leaders that this decision-making model holds a great deal of potential for helping to meet students' needs where career choice is concerned.

The subjects' responses would appear to vindicate the decision to introduce the career/major decision-making model into the orientation process. This aspect of the program appears somewhat unique when considered in light of the review of literature. The first ideas for this type of approach became evident in the Estes Park Workshop last summer. Under the direct supervision of Dr. Clyde Parker we worked through a model which was designed to help us establish our goal priorities and translate them to behavioral objectives. The writers are indebted to Dr. Parker for his help in identifying career selection and/or choice of majors as a very important and integral part of the orientation program.

The major problem with the decision-making model was that of getting students to attend their small group and/or individual meetings where they were supervised in the use of the model and where some of the actual work was completed. As motivation we programmed the last work session with the decision-making model to include a pre-registration process. In this way we were able to implement some of the students' work involving the courses necessary to achieve their career choice. The overall attendance in the work sessions was about 75 percent and the students who did attend were rather faithful in completing the required steps in the model.

We believe that while the data produced only a trend in favor of the experimental treatment with regard to improved grade point averages and longer retention in school, longitudinal studies will show this trend in a significant way. It is likely that the decision-making model has had an important effect on the ability of the students to earn higher GPA's and to remain in school longer because of the long-range goals and motivation produced by having made an appropriate and acceptable choice of careers.

The review of literature presented a generally dismal picture as to the potential for an orientation program. It was indicated that at best it may serve as a successful public relations function. To the contrary, our small group leaders became very enthusiastic about what they believed they were achieving through the decision-making model. Long before the data was collected, it was a general concensus that orientation could certainly be much more meaningful than just to serve as a public relations device. Indeed, it is believed that the introduction of career selection through a rational, sound, and logical process probably strikes at the heart of what orientation should be about.

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# APPENDIX A

Some materials and instructions used with the experimental groups at various times throughout the quarter.

WEBER STATE COLLEGE
OGDEN, UTAH 84403

COUNSELING AND TESTING
CENTER

President
WILLIAM P. MILLER

## FRESHMAN ADVISEMENT SCHEDULE

December 28, 1971 . . . . . . . . . . . Preorientation*
Time: 2-5 pm or 7-10 pm Place: Student Personnel Building

January 3, 1972 . . . . . . . . . . . . Registration

Time:______________ Place:________________________________

January ________________ . . . . . . . Course Planning

Time:______________ Place;________________________________

January ________________ . . . . . . . Course Planning

Time:______________ Place;________________________________

January ________________ . . . . . . . Course Planning

Time:______________ Place:________________________________

January 21, 1972 . . . . . . . . . . . . Termination of Total Advisement Program

Time:______________ Place:________________________________

February 28, 1972 . . . . . . . . . . . .Advance Registration for Spring Quarter

Meet with Group Leader to receive preliminary instructions and registration packets: Time____________, Place____________________________________

* See enclosed program for details

Note: This is a copy we used for a second experimental treatment Winter Quarter but is like the schedule used Autumn Quarter except for the dates.

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# THE USE OF A RATIONAL VALUE-DECISION MODEL IN VOCATIONAL CHOICE

G. Gary Casper
WEBER STATE COLLEGE
January 1971

## I. Introduction

Beginning your college life is an exciting experience. New people, places and ideas rapidly clamor for your attention. From a wide variety of possibilities that become available, you must decide upon those that will direct your activities for the term of your college life and even beyond. Because of the significance to your life of the decisions you must make, it is vital that these decisions be sound.

It's ironical that decisions of such importance must be made prior to the time when most have the experience to be able to ensure their decision will be sound. How can you be reasonably sure the decisions you make are sound? Furthermore, what does the term "reasonably sure" mean? These are not simple questions to answer, but the importance of the consequences of such questions certainly argue for attempts to discover such answers. Various decision-making models have been developed to aid in making decisions under conditions of uncertainty.

One such model has been developed to deal especially with questions of value, i.e., those questions where a decision must be made that requires evaluation in terms of what is of worth or "value" to the decision-maker, or in other words, what is good or bad, desirable or undesirable, etc. This model is described in the 41st Yearbook 1971 of the National Council of Social Studies entitled, "Values Education: Rationale, Strategies, and Procedures", edited by Lawrence Metcalf.

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## II. The Value Model

The value model will help you make rational or sound decisions such that you will be reasonably sure that it is sound and know why you're reasonably sure. You will be able to use this model whenever you are evaluating some object to make a value judgment about it. How can the model do this?

Before one can be reasonably sure he has made a rational value judgment he must be able to specify standards of rationality against which the value judgment can be measured. These standards establish the conditions which make a value judgment rational or defensible. Once these standards are established, evaluative tasks can be defined which will ensure adherence to the standards of rationality and culminate in a rational value judgment. Finally, then, a procedure might be defined to accomplish these tasks. Such standards, tasks, and a procedure will now be defined.

## III. FOUR STANDARDS OF RATIONALITY

In general terms the conditions which a value judgment must meet to quality as a rational or defensible judgment:

1. TRUTH OF FACTS

   The purported facts supporting the judgment must be true or well confirmed.

2. RELEVANCE OF FACTS

   The facts must be genuinely relevant, i.e., they must actually have valence for the person making the judgment.

3. RELIABILITY OF FACTS INCREASES DIRECTLY WITH RANGE OF FACTS

   Other things being equal, the greater the range of relevant facts taken into account in making the judgment, the more adequate the judgment is likely to be.

4. VALUE PRINCIPLE IMPLIED ACCEPTABLE TO EVALUATOR

   The value principle implied by the judgment must be acceptable to the person making the judgment.

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## IV. EVALUATIVE TASKS

In any evaluative decision making process, the following six tasks must be carried out:

1. IDENTIFYING AND CLARIFYING THE VALUE QUESTION.

   This task involves the careful identification of the question being evaluated and the clarification of any vague or unclear terms or concepts.

2. ASSEMBLING (GATHERING AND ORGANIZATION) PURPORTED FACTS.

   This task involves the time and effort required to research and assemble a wide range of purported facts about the value question. Failure to carefully attend to this task virtually ensures irrationality if for no other reason because of its clear violation of the third standard of rationality.

3. ASSESSING THE TRUTH OF PURPORTED FACTS.

   This task is directly related to satisfaction of the first standard of rationality. Obviously, untrue or poorly confirmed facts seriously challenge the rationality of a decision.

4. CLARIFYING THE RELEVANCE OF FACTS.

   This task requires that the evaluator find facts that have valence for him. If the facts are not relevant, the second standard of rationality is violated.

5. ARRIVING AT A TENTATIVE VALUE DECISION.

   This task involves the evaluator weighing all the facts at his command and then actually making his decision concerning the value question if the face of these facts.

6. TESTING THE VALUE PRINCIPLE IMPLIED IN THE DECISION.

   The last task involves testing the value principle implied by the decision to determine if it's acceptable to the evaluator as required by the fourth standard of rationality. Clearly if the value principle is unacceptable to the evaluator, he cannot rationally defend or act in accord with it.

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## V. PROCEDURE

Obviously the first step in the procedure must involve deciding upon the value question and then accomplishment of the task, which requires the question to be identified and clarified. In this particular instance, the value question involves which of all the possible majors offered at the college you wish to pursue. Therefore, the following three objectives are postulated:

Objectives: (1) Select a major.

(2) Select a minor.

(3) Develop a planned schedule for completion.

To accomplish these objectives do the following:

1. Select 2 most interesting potential majors.
2. Gather facts about each major. Include list of required courses, both general education and major. Consider all applicable facts such as:
   - (a) List all required general education courses.
   - (b) List all required major courses.
   - (c) List all required minor courses.
   - (d) Formulate a tentative schedule.
   - (e) Search out job opportunities.
   - (f) Check salary schedules.
   - (g) Determine possible job locations.
   - (h) Obtain projections on growth of industry and upward mobility.
   - (i) What are the potentials for graduate school?
3. List purported facts which support a positive judgment and those which support a negative judgment.
   - a) Make each of your statements clear enough so that you can tell what would show it to be true or false.
   - b) Substitute factual statements for evaluative statements. (Technical assessment terms permitted--e.g., effective, valid, reliable, statistically significant.)
4. Identify concern associated with each purported fact.
5. Organize your purported facts by concern. Put in Value Analysis Chart.

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6. Assess truth of purported facts. Ordinarily at this stage the evaluator assesses the purported facts by checking whether there is sufficient evidence to warrant them, and lacking evidence and arguments, he assesses the expertise, veracity, bias, and reliability of the source of the purported facts.
7. Rank positive facts within each concern. Rank negative facts within each concern.
8. Rank concerns.
9. Formulate possible solutions for the high priority negative statements.
10. Formulate tentative value judgment. (Recommendation: Use subsidiary value judgments for each concern if helpful.)
11. Contrast the two majors according to prior evaluation of each.
12. Select a major, minor, and finalize schedule.
13. Turn in schedule.
14. Work your plan.

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## VOCATIONAL INFORMATION SHEET

1. Name________________________________ 2. Date ________________

2. What is your major? ____________________________

3. What are your ACT scores and percentiles?

| | Standard Scores | Local Percentiles |
|---|---|---|
| English | ____ | ____ |
| Math | ____ | ____ |
| Social Studies | ____ | ____ |
| Natural Science | ____ | ____ |
| Composite | ____ | ____ |

4. What is your high school grade point average?__________

5. What high school subjects did you like most:______________________________

______________________, like least:______________________________

__________________, found hardest and received the lowest grades in:__________

________________________, found easiest and received your best grades in:

____________________________________________________________

6. List any talents, hobbies, special abilities, or interests you have:__________

____________________________________________________________

7. What occupations have you thought about going into?____________________

Which occupation do you really think you are best suited for?______________

Have you spent a lot of time considering your occupational selection? Hours______

Have you examined a wide variety of occupations? (5 or more in detail) Yes ( ) No ( )

Have you ever checked any vocational literature to assist you in your selection?
Yes ( ) No ( )

Do you actually know what your abilities are? Yes ( ) No ( )

What?____________________________________________________________

Give me a list of previous work experience you have had:

a.______________________ d.______________________
b.______________________ e.______________________
c.______________________ f.______________________

What does your father do?________________________________________

What does your mother do?________________________________________

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16 What fields would your parents like you to go into?____________________

________________________________________

17. What fields does your wife think you would do well in?____________________

________________________________________

18. Have you discussed your school program with your parents Yes ( ) No ( )
With your wife? Yes ( ) No ( )

19. Summary of results of:

| Strong | Kuder | GATB | Other |
|---|---|---|---|
| 1.______ | 1.______ | 1.______ | 1.______ |
| 2.______ | 2.______ | 2.______ | 2.______ |
| 3.______ | 3.______ | 3.______ | 3.______ |
| 4.______ | 4.______ | 4.______ | 4.______ |
| 5.______ | 5.______ | 5.______ | 5.______ |
| | | 6.______ | 6.______ |
| | | 7.______ | |
| | | 8.______ | |
| | | 9.______ | |

20. Other pertinent information :____________________________

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## FOUR-YEAR PROGRAM PLAN

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| SOPHOMORE | Cr. Hrs. | Quarter Take | | |
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| Course and Number | | Su | A | W |
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| SENIOR | Cr. Hrs. | Quarter Take | | |
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| Course and Number | | Su | A | W |
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## STUDENT PERSONNEL SERVICES

Alan J. Dayley
Dean of Students
(Admin. Bldg. 310 - Ext. 302)

| Department | Staff | Office | Services |
|---|---|---|---|
| 1. Counseling & Testing | Ralph Marsden, Director | Student Pers. Bldg. Rm. 210<br>Ext. 468 | 1. Counseling and Testing.<br>2. Supervision of students on probation.<br>3. Academic advisor to all students in Guided Studies Program.<br>4. Screening tests for academic departments.<br>5. Consulting service for test construction and scoring. |
| | Dan Rhodes, Counselor | (Promontory 107)<br>Ext. 467 | |
| | Kay Evans, Counselor | Room 203<br>Ext. 468 | |
| | Leon Blake, Counselor | Room 205<br>Ext. 468 | |
| | Bud Stephenson, Counselor | Room 209<br>Ext. 468 | |
| | Marva Gregory, Counselor | Union 232<br>Ext. 238 | |
| | Wayne Flitton, Psychometrist | Room 201<br>Ext. 468 | |
| 2. Deans | Jan Tyler, Asst. Dean of Stud. | Admin. Annex<br>Room 143<br>Ext. 304 | 1. Advise all Women's and Men's organizations (AWS, AMS, local fraternities and sororities, service clubs, and honorary clubs.)<br>2. Counseling.<br>3. Disciplinary functions.<br>4. Veterans' Affairs.<br>5. Military advising. |
| | Marvin Peterson, Asst. Dean of Stud., Veterans Affairs, Military Advisor | Room 143<br>Ext. 351 | |
| 3. Financial Aids | William Van Dyke, Director | Admin. Annex<br>Room 141<br>Ext. 313 | 1. Scholarships--state, sponsor, and federal.<br>2. Loans--emergency, National Defense, Guaranteed.<br>3. Grants--Federal Educ. Opportunity Grants.<br>4. Work-Study--Federally subsidised part-time work. |
| | Robert Anderson, Coord. of Loans | Room 141<br>Ext. 594 | |
| | Edward Johnson, Coord. of Work-Study | Room 141<br>Ext. 313 | |
| 4. High School Rel.<br>Foreign Stud.<br>Freshmen Orientation | Winslow Hurst, Asst. to the Dean of Students | Student Pers. Bldg. Rm. 204<br>Ext. 469 | 1. Coordination and supervision of the college-high school relations program. |

| | | | |
|---|---|---|---|
| 4. High School Rel. (Continued)<br>Foreign Students<br>Freshman Orientation | | | 2. Visit each high school in the state of Utah.<br>3. Visit selected high schools in Idaho, Wyo., Colorado and Nevada.<br>4. Coordination of Freshman Orientation.<br>5. Advise foreign students.<br>6. Advise Freshman Orientation Committee. |
| 5. Housing | Karl Wood, Director<br>Steven Layland, Asst. Director<br>Head Residents:<br>Jo Lynn Bell<br>Tamie Lund<br>Betty Gamble<br>Ellie Fears | Promontory Tower<br>Ext. 491<br>Ext. 491<br><br>LaSal<br>Promontory<br>Stansbury<br>Wasatch | 1. On-campus and off-campus student housing supervision.<br>2. Limited assistance available to faculty and staff in finding housing. |
| 6. Placement | Hugh Jacobs, Director<br>Agnes Paulsen, Coord. of Teacher Placement | Student Pers. Bldg. Rm. 208<br>Ext. 307<br>Room 208<br>Ext. 307 | 1. Career job placement for all WSC graduates and alumni.<br>2. Regular part-time work: on-campus or off-campus |
| 7. Union and Activities | Farrell Shepherd, Director<br>Monte Shupe, Asst. Director<br>Curtis Smout, Coord. of Student Government<br>Janet Crystal, Coord. of Student Activities<br>Tom Kiernan, Mgr. Games Area | Union - 227<br>Ext. 238<br>Union - 231<br>Ext. 239<br>Union - 240<br>Ext. 476-7<br>Union - 239<br>Ext. 476-7<br>Games Area<br>Ext. 472 | 1. Supervision of all Union and Student Body activities.<br>2. Direction of the WSC master activities calendar.<br>3. Direction of Student Body funds.<br>4. Direction of Union Activities Board. |
| 8. Upward Bound | Don Jensen, Director<br>LaMar Kap, Counselor | 4040 Tyler Ave.<br>Ext. 235<br>Ext. 235 | 1. Direction of a federally sponsored program designed to help academically able, but culturally and/or financially deprived high school students to prepare for college. |

## ROOM ASSIGNMENTS FOR DEPARTMENT MAJORS
September 21, 1971

New freshmen students will meet with appropriate department chairmen or area advisers in rooms indicated below at 10:30 a. m. on Tuesday, September 21.

| Majors or Areas | Dept. Chairmen or advisers | Rooms |
|---|---|---|
| SCHOOL OF ARTS, LETTERS AND SCIENCE | | |
| Art & Commercial Art | Mr. Peter Koenig | AS120 |
| Botany | Dr. E. LaGrande Hobbs | SH228 |
| Chemistry | Dr. Spencer Seager | SH222 |
| Communications<br>Journalism, Radio & TV, Speech | Dr. Benjamin Noid | FA452 |
| English & Literature | Dr. Levi Peterson | FA326 |
| Foreign Language | Mr. Kenneth Adams | CC510 |
| General Education | Dr. Floyd Woodfield | FA Aud. |
| Geology & Geography | Dr. Richard Moyle | SH223 |
| Guided Studies | Mr. H. Paul Huish | FA453 |
| History | Dr. Joseph Dixon | FA329 |
| Health Facility Occupations | | |
| Medical Technology | Dr. John McDonald | CB344 |
| Radiologic Technology | Mr. Lew Wood | CB310 |
| Respiratory Therapy | Mrs. Joyce Wanta | CB333 |
| Mathematics | Mr. LaMar Jensen | CC517B |
| Microbiology | Dr. Sheldon Hayes | SL344 |
| Music | Dr. Herbert Cecil | FA325 |
| Nursing | Mrs. Leola Davidson | CB320 |
| Physics, Applied Physics, Engineering Physics | Dr. Daryl Letham | SH221 |
| Police Science | Dr. J. Keith Henderson | SH230 |
| Political Science & Philosophy | Dr. Lawrence Evans<br>Mr. Rod Julander | FA327 |
| Pre-Medical | Dr. David Havertz | SL426 |
| Pre-Dental | Dr. Darrel Graff | SL427 |
| Pre-Veterinary & Pre-Pharmacy | Dr. Emron Jensen | SL429 |
| Psychology | Dr. Benne Williams | XA112 |
| Sociology & Anthropology | Dr. Jerry Borup | FA466 |
| Theatre Arts | Dr. T. Leonard Rowley | FA464 |
| Zoology | Mr. Earl Jenne | SL430 |
| SCHOOL OF BUSINESS | | |
| Accounting | Mr. Paul Hansen | BU210 |
| Business Administration<br>Banking & Finance, Management, Marketing | Dr. Charles Lein | FA Little Theatre |
| Economics | Mr. Elden Liechty | BU225 |
| Office Admin. & Bus. Educ. | Dr. John Shannon | BU212 |

| Majors or Areas | Dept. Chairmen or advisers | Rooms |
|---|---|---|
| SCHOOL OF EDUCATION | | |
| Elementary Education | Dr. Luan Ferrin | LB203 |
| Family Life & Child Development | Dr. Jean Kunz | CB338 |
| Health, Phys. Ed., & Recreation | Dr. Duane Mehn | GM38 |
| Secondary Education | Dr. Harley Adamson | LB24 |
| SCHOOL OF TECHNOLOGY AND TRADE-TECHNICAL EDUCATION | | |
| Auto. Eng. Tech, Auto Body, Auto Service | Mr. John Gaz | TE259 |
| Data Processing | Mr. Charles Crittenden | CC417 |
| Elect. Eng. Tech., Electronics | Mr. Hurschell Urie | TE218 |
| Pre-Engineering & Pre-Arch. | Dr. W. Lee Dickson | CC434 |
| Ind. & Manf. Eng. Tech., Machine Tool | Mr. Kent Randall | TE217 |
| Institute of Trade Technical Education | | |
| Aircraft Instrument Repair | Mr. William Sleeper | TE102 |
| Cosmetology | Mrs. Marguerite Lundquist | TE103 |
| Distributive Education | Mr. Steven Eichmeier | TE106 |
| Engineering Graphics | Mr. Brent Wallis | TE131 |
| Welding | Mr. Ross Shelton | TE216 |
| SPECIAL PROGRAMS | | |
| Ethnic Studies | Dr. Richard Ulibarri | FA451 |
| Honors Program | Dr. Jennings Olson | FA455 |
| Military Science | Col. Glenn Knauer | PT216 |
| Project Respect | Mr. George Campbell | FA456 |

# WEBER STATE COLLEGE
## Faculty Roster
## Autumn Quarter 1971

| NAME | ROOM |
|---|---|
| Adams, I. H. | CC530 |
| Adams, K.<br>(Dept. Ch. For. Lang.) | CC532 |
| Adamson, H. K.<br>(Dept. Ch. Sec. Educ.) | LB26C |
| Adelmann, A. R. | AS212 |
| Alexander, G. M. | CC423 |
| Allred, G. T. | PT200 |
| Alston, R. | AA144.4 |
| Andersen, R. A. | TE258 |
| Andra, C. E. | PT201 |
| Andra, J. H. | CC513A |
| Apgood, R. | AA115.3 |
| Ash, S. | SL205M |
| Ashdown, R. R. | 2X02 |
| Bancroft, N. | 1X115 |
| Barber, D. | FA356 |
| Barton, F. R. | LB16 |
| Barton, G. | SL209 |
| Beaver, K. W. | CC445 |
| *Beishline, R. R. | SL609 |
| Belka, R. | CC521 |
| Belnap, F. A. | ST217 |
| Bennett, M. | BU220 |
| Bernstein, J. | PT209 |
| Blake, L. | SP205 |
| *Boothe, V. J. | FA335 |
| *Borup, J.<br>(Dept. Ch. Sociology) | 3X03 |
| Bozniak, E. | SL405M |
| Brown, F. C. | AA115.2 |
| Brown, M. | FA407 |
| Brown, O. B. | BU222 |
| Bryner, D. W. | AS212 |
| Buchanan, H. | SL408M |
| Burnett, K. | LB9 |
| Burrows, M. M. | CC504B |
| Burton, T. R. | CC526 |
| *Buss, W. R. | SL204M |
| *Capener, R. L. | SL207 |
| *Carroll, L. B. | FA405 |
| Casper, G. | CC415 |
| Cecil, H. M.<br>(Dept. Ch. Music) | FA338 |

| NAME | ROOM |
|---|---|
| Chadwick, D. L. | SL407M |
| Chaplin, D. C. | AS210 |
| Cheney, M. | PT201 |
| Chi, W. | AA144.1 |
| Clark, O. M. | AA144.3 |
| Clark, R. | 3X10 |
| Clark, S. L. | SL406M |
| Clegg, J. | FA411 |
| Collett, F. | AS211 |
| Corbridge, L. G. | ST220 |
| Cowgill, D. S. | TE214B |
| Cox, D. R. | LB26F |
| Crawford, G. | AA138 |
| Crawford, L. B. | FA251 |
| Crittenden, C.<br>(Dept. Ch. Data Process.) | CC413C |
| Cutler, N. | CC431A |
| Dabb, R. F. | CC544 |
| Davidson, L.<br>(Dept. Ch. Nursing) | CB327E |
| Davis, A. | 6X1 |
| Davis, J. | 1X114 |
| Dayton, D. G.<br>(Dean Arts, Letters & Science) | AA147 |
| DeLange, T. Y. | AA120 |
| Dickson, N. | CC504 |
| Dickson, W. L. | CC426A |
| Dixon, J.<br>(Dept. Ch. History) | PT205 |
| Dolph, J. | PT207 |
| Eichmeier, S. H. | TE133B |
| Elzey, J. M. | FA173 |
| Ericksen, K. E. | FA337 |
| Ericson, E. H. | FA413B |
| Eskelson, R. | TE237 |
| Esplin, W. L.<br>(Dean School of Trade Tech.) | TE205 |
| *Evans, L. C.<br>(Dept. Ch. Poli. Sci. & Philo.) | 6X5 |
| Evans, M. K. | SP203 |
| Farr, H. H. | CB341 |
| Favero, D. | AA115.1 |
| Fernandez, P. | CC501A |
| Ferrin, L.<br>(Dept. Ch. Elem. Educ.) | LB26E |

| NAME | ROOM |
|---|---|
| Galli, J. R. | SL208 |
| Gaskill, J. | SL606 |
| Gaz, J. A. | TE209 |
| (Dept. Ch. Auto. Eng. Tech.) | |
| Glade, M. | LB6 |
| Glidden, J. | 5X011 |
| *Graff, D. J. | SL407 |
| Green, D. F. | 2X Bsmt. |
| Greer, D. C. | SL206M |
| Gregory, M. | UB232 |
| Grobert, C. A. | AS109 |
| Grove, G. R. | 1X116 |
| Guymon, E. P. | SL504M |
| Hansen, G. | CB343 |
| Hansen, M. E. | 1X120 |
| Hansen, N. | FA344 |
| Hansen, N. J. | CB342 |
| Hansen, P. | AA117A |
| (Dept. Ch. Accounting) | |
| Hanson, F. S. | FA336 |
| Harrington, G. K. | PT210 |
| Harris, R. L. | TE208 |
| Harrison, H. K. | SL404M |
| Hartog, B. M. | TE265 |
| Haslam, W. B. | 1X118 |
| Havertz, D. S. | SL405 |
| Hawkins, D. R. | AA142A |
| Hawkins, J. | 4X101 |
| Hayes, S. P. | SL302MC |
| (Dept. Ch. Microbiology) | |
| Hebestreet, J. B. | 5X01 |
| Henderson, J. K. | SL604 |
| (Director Police Science) | |
| Henrie, B. S. | BU219A |
| Henrie, I. | AA133A |
| Hepworth, J. D. | CC502D |
| Hills, R. G. | SL203 |
| Hislop, C. L. | ST215 |
| Hobbs, E. L. | SL402MC |
| (Dept. Ch. Botany) | |
| *Hocking, J. | AA115.5 |
| Hollingsworth, J. D. | GM124A |
| Horsley, G. E. | CC517A |
| Hughes, C. | GM115 |
| Huish, H. P. | AA128 |
| (Asst. Dean) | |
| *Hunker, H. Y. | FA411 |
| Hunter, R. | ST218 |
| Hyde, K. | CC503C |
| *Irvine, R. W. | CC503B |
| Isaacson, M. D. | FA414 |
| Iverson, N. | AA135C |
| *Iwamoto, K. | AA125C |
| Jackson, L. E. | SL304M |
| Jacobs, M. S. | CB332 |
| *Jarrett, E. A. | BU218 |
| Jenne, E. A. | SL404 |
| Jensen, E. A. | SL402C |
| (Dept. Ch. Zoology) | |
| Jensen, J. L. | CC518B |
| (Dept. Ch. Math) | |
| Jensen, J. N. | SL613 |
| Jensen, S. D. | TE133 |
| Jensen, R. M. | CC528 |
| Johnson, B. | LB8 |
| Jorgensen, C. L. | LB15 |
| Julander, R.O. | 6X3 |
| Kartchner, J. | CC513B |
| *Kinler, R. | CC506A |
| Koenig, P. | AS108 |
| (Dept. Ch. Art) | |
| Koller, R. | GM108 |
| Kunz, J. | CB327 |
| (Dept. Ch. Family Life) | |
| Larsen, E. C. | AA132A |
| Larson, C. B. | TE227 |
| Lehner, M. J. | CB327B |
| Lein, C. D. | AA140 |
| (Dept. Ch. Business Admin.) | |
| Leon, S. L. | CC502B |
| Letham, D. L. | SL202C |
| (Dept. Ch. Physics) | |
| Lewis, J. W. | TE208 |
| Liechty, E. E. | AA125B |
| (Dept. Ch. Economics) | |
| Litchford, D. | TE133B |
| Lochner, J. W. | GM124C |
| Low, B. | LB11 |
| (Act. Dean of School of Education) | |
| Lundquist, M. | TE138 |
| Lunnen, L. | SL605 |
| Maccarthy, O. M. | LB13 |
| Madsen, M. O. | GM124D |
| Marsden, R. | SP210 |
| (Director of Counseling) | |
| *Martino, D. | FA213 |

| NAME | ROOM |
|---|---|
| May, M. J. | 1X117 |
| McCain, A. E. | LB5 |
| McDonald, J. | CB335 |
| (Dept. Ch. Health Fac. Occup.) | |
| Mehn, D. | GM109 |
| (Dept. Ch. Phys. Ed. & Rec.) | |
| Memmott, E. J. | LB18 |
| *Merrill, J. D. | LB Carrel |
| Meske, E. P. | TE272 |
| Mikkelsen, R. | 4X rear |
| Miles, G. P. | CC503A |
| Miller, R. | CC503D |
| Miner, B. A. | SL506M |
| Miya, M. | FA407 |
| Moffett, O. | CC531 |
| Moore, C. C. | 3X7 |
| Moorman, D. R. | PT206 |
| Moyle, R. W. | SL202MC |
| (Dept. Ch. Geol. & Geog.) | |
| Mumford, B. | CB301 |
| Musgrave, T. | AA145 |
| Nalder, W. | GM118 |
| Neff, T. R. | CC406 |
| Nicholas, L. A. | TE223B |
| Noid, B. | FA406 |
| (Dept. Ch. Communications) | |
| Oliver, D. E. | 7X2 |
| Olson, J. | 6X6 |
| Ormsby, H. | 2X01 |
| Otte, J. M. | GM114 |
| Pashley, E. F. | SL612 |
| Pedersen, E. | PT202 |
| Peters, Sister C. | CB337A |
| Peterson, L. S. | FA415 |
| (Dept. Ch. English) | |
| Peterson, T. | BU226A |
| Phillips, R. C. | SP101 |
| Phippen, J. | TE133C |
| Poe, W. | 3X9 |
| Porter, W. C. | FA410 |
| Rabe, F. S. | CC516 |
| Randall, A. K. | TE236 |
| (Dept. Ch. Mfg. Eng. Tech.) | |
| Reddy, T. R. | 6X2 |
| Rhead, R. E. | GM119 |
| Rhodes, D. D. | PT107 |
| Richins, R. | SL406 |
| Roberts, R. C. | PT209 |

| NAME | ROOM |
|---|---|
| Robertson, K. E. | TE214B |
| Rogers, D. | CC502A |
| Rolston, J. | 5X07 |
| Rose, R. | AA108B |
| (Dean School of Business) | |
| Rowley, T. L. | FA288 |
| (Dept. Ch. Thea. Arts) | |
| Sadler, R. | PT208 |
| Sanders, W. | FA411 |
| Sather, L. | PT208 |
| Seager, C. A. | TE226 |
| Seager, S. L. | SL502MC |
| (Dept. Ch. Chemistry) | |
| Seshachari, C. | CC527 |
| Shannon, J. | BU223 |
| (Dept. Ch. Off. Adm.-Bus. Ed.) | |
| Shelton, W. R. | TE242A |
| Shupe, G. | SL308M |
| Sleeper, W. | 1875 Stephens |
| Smart, E. W. | AA149 |
| (Asst. Dean) | |
| Smith, L. C. | FA227 |
| Sorenson, D. | 1875 Stephens |
| Spainhower, D. M. | FA414 |
| Steele, J. B. | 4X rear |
| Stephenson, B. W. | SP209 |
| Stockland, A. | SL307M |
| Stoker, H. S. | SL507M |
| Storey, J. | AA133A |
| Stratford, W. D. | 1X113A |
| Stringham, R. | CB340 |
| (Dean Center Health Occup.) | |
| *Strong, D. M. | AS209 |
| Swanson, L. M. | CC522 |
| Swenson, R. S. | AA102 |
| Sylvester, B. E. | ST203 |
| Telford, I. R. | 6X4 |
| Thomas, R. S. | 7X6 |
| Threlkeld, D. D. | FA252 |
| Tilleman, W. | AA135C |
| Tolman, D. C. | CC502B |
| Tolman, R. A. | CC447 |
| Tormey, D. | CC432 |
| Tribe, C. C. | CB302 |
| Tripp, D. A. | SL206 |
| Tueller, B. L. | TE209 |
| Ulibarri, J. | 7X4 |
| Ulibarri, R. O. | 7X5 |

| NAME | ROOM | NAME | ROOM |
|---|---|---|---|
| Urie, H. G. | TE117 | Whalen, W. | FA447A |
| (Dept. Ch. Elect. Eng. Tech.) | | White, J. | 6X7 |
| Vandenberg, R. M. | TE253 | Wiese, G. J. | CC529 |
| Van Erden, J. | AA125A | Williams, B. D. | 1X110 |
| VanMetre, D. | AA144.2 | (Dept. Ch. Psychology) | |
| Van Wagoner, R. J. | AS109 | *Williams, G. F. | PT208 |
| Wahlquist, W. | SL207M | Williams, J. B. | FA405 |
| Waite, R. S. | SL208M | Williams, R. F. | GM122 |
| Wallentine, R. | TE133D | Williams, R. G. | CB329 |
| Wallis, C. B. | TE132 | Wise, G. M. | CB322 |
| Walser, L. A. | CC512 | Wood, L. | CB318A |
| Wanta, J. | CB319 | Wooden, R. L. | FA233 |
| Ward, G. | LB17 | Woodfield, F. J. | AA148 |
| Waterfall, C. M. | PT202 | (Asst. Dean) | |
| Waterfall, M. T. | GM116 | *Wright, J. | TE133D |
| Watson, H. B. | LB7 | Wynn, C. T. | AA138 |
| Webster, R. | TE133C | Yamaguchi, E. | CB327E |
| Welch, G. L. | SL508M | Young, O. W. | SL614 |
| Westmoreland, C. | GM114 | | |

## BUILDING ABBREVIATIONS

| | |
|---|---|
| AA | Administration Annex (Formerly Admin. Bldg.) |
| BU | Business Building |
| CB | Classroom Building B (Formerly Life Science) |
| CC | Classroom Building C (Formerly Physical Science) |
| AS | Art Studio |
| FA | Fine Arts Center |
| GM | Gymnasium |
| LB | Library |
| SH | Science Hall |
| SL | Science Laboratory Building |
| SP | Student Personnel (Formerly LDS Institute) |
| ST | Stadium |
| TE | Technical Building |
| UB | Union Building |
| 1X | Annex 1 Psychology |
| 2X | Annex 2 Continuing Education |
| 3X | Annex 3 Sociology Center |
| 4X | Annex 4 |
| 5X | Annex 5 Security |
| 6X | Annex 6 Political Science |
| 7X | Annex 7 |
| PT | Promontory Towers |

| | |
|---|---|
| * | Honors Advisers |

# CURRICULAR OFFERINGS
# 1972-73

## SCHOOL OF ARTS, LETTERS, AND SCIENCE

### Four Year Majors B.A. or B.S. Degree

| | Page |
|---|---|
| pplied Physics | 159 |
| rt | 86 |
| otany | 91 |
| hemistry | 97 |
| ommercial Art | 86 |
| arth Science Teaching Major | 127 |
| nglish | 110 |
| rench | 117 |
| eography | 126 |
| eology | 126 |
| erman | 119 |
| istory | 134 |
| ournalism | 104 |
| athematics | 138 |
| edical Technology | 331 |
| icrobiology | 143 |
| usic | 149 |
| usic Education Composite | 150 |
| hysics | 158 |
| olice Science | 169 |
| olitical Science | 162 |
| sychology | 172 |
| ociology | 177 |
| panish | 122 |
| peech | 105 |
| peech and Theatre Arts | 184 |
| heatre Arts | 184 |
| oology | 189 |

### Minors

| | Page |
|---|---|
| Anthropology | 182 |
| Art | 86 |
| Botany | 92 |
| Chemistry | 98 |
| Earth Science Teaching Minor | 127 |
| English | 111 |
| French | 117 |
| Geography | 126 |
| Geology | 126 |
| German | 119 |
| History | 135 |
| Journalism | 104 |
| Mathematics | 140 |
| Microbiology | 143 |
| Military Science | 146 |
| Music | 152 |
| Philosophy | 162 |
| Photography | 90 |
| Physics | 159 |
| Police Science | 169 |
| Political Science | 162 |
| Psychology | 172 |
| Sociology | 177 |
| Spanish | 122 |
| Speech | 105 |
| Speech and Theatre Arts | 184 |
| Theatre Arts | 184 |
| Zoology | 189 |

### Less Than Four Years Associate Degree or Certificate

| | Page |
|---|---|
| Aerospace Studies | 84 |
| Military Science | 146 |
| Police Science | 169 |
| Practical Nursing Program | 339 |
| Pre-Agriculture | 93 |
| Pre-Dentistry | 190 |
| Pre-Forestry | 93 |
| Pre-Law | 163 |
| Pre-Medicine | 190 |
| Pre-Pharmacy | 190 |
| Pre-Range Management | 93 |
| Pre-Veterinary Medicine | 190 |
| Radiologic Technology | 332 |
| Respiratory Therapy | 334 |

## SCHOOL OF BUSINESS AND ECONOMICS

### Four Year Majors

| | Page |
|---|---|
| ccounting | 200 |
| usiness Education Composite | 214 |
| conomics | 208 |
| inance | 367 |
| anagement | 203 |
| arketing | 205 |
| ffice Administration | 213 |

### Secondary Teaching Majors

| | |
|---|---|
| usiness Education Composite | 214 |
| ocial Science Composite Teaching Major | |

### Minors

| | Page |
|---|---|
| Accounting | 201 |
| Business Education | 213 |
| Economics | 209 |
| Finance | 367 |
| Management | 203 |
| Marketing | 205 |
| Office Administration | 213 |

### Less Than Four Years

| | |
|---|---|
| Office Administration | 214 |

## SCHOOL OF EDUCATION

### Four Year Majors

| | Page |
|---|---|
| iology Composite Teaching Major | 236 |
| hild Development | 240 |
| lementary Education | 233 |
| mily Life | 240 |
| ath & Physical Science Composite Teaching Major | 237 |
| ysical Education | 251 |
| ocial Science Composite Teaching Major | 238 |

### econdary Teaching Majors and Minors

| | |
|---|---|
| rt | 86 |
| otany - if taken with Zoology | 91 |
| emistry | 97 |
| rth Science | 127 |
| glish | 110 |
| ench | 117 |
| ography | 126 |
| rman | 119 |
| story | 134 |
| thematics | 138 |
| sic | 149 |
| ysical Education | 251 |
| ysics | 158 |
| litical Science | 162 |
| ychology | 172 |
| ciology | 177 |
| anish | 122 |
| ology - of taken with Botany | 189 |

### Minors

| | Page |
|---|---|
| Child Development | 241 |
| Family Life | 241 |
| Family Relations | 241 |
| Health Education | 250 |
| Physical Education (Teaching) | 249 |
| Physical Education (Dance Emphasis) | 249 |
| Recreation | 250 |
| Teaching of Reading | 246 |

### Less Than Four Years

| | |
|---|---|
| Family Life | 270 |

### Secondary Minors Only

| | |
|---|---|
| Instructional Media | 344 |
| Economics | 209 |
| Health Education | 250 |
| Reading | 246 |
| Speech | 104 |
| Theatre Arts | 184 |

## SCHOOL OF TECHNOLOGY AND TRADE TECHNICAL EDUCATION

### Four Year Majors

| | |
|---|---|
| Automotive Engineering Technology | 264 |
| Data Processing | 268 |
| Electronics Engineering Tech. | 273 |
| Industrial Engineering Tech. | 279 |
| Manufacturing Engineering Technology | 281 |

### Minors

| | |
|---|---|
| Data Processing | 269 |
| Electronics Engineering Technology | 274 |

### Less Than Four Years

| | |
|---|---|
| Aircraft Instrument Repair | 292 |
| Auto Body | 296 |
| Automotive Service | 298 |
| Automotive Technology | 268 |
| Aviation | 374 |
| Cosmetology | 300 |
| Data Processing | 308 |
| Diesel Service | 302 |
| Diesel Technology | 310 |
| Distributive Education | 311 |
| Sales & Retail Option | 312 |
| Food Service Option | 314 |
| Electronic Technology | 317 |
| Engineering Graphics | 320 |
| Industrial Arts | 325 |
| Machine Tool | 303 |
| Manufacturing Technology | 323 |
| Pre-Architecture | 288 |
| Pre-Engineering | 285 |
| Related Technical Education | 324 |
| Welding | 305 |

## DIVISION OF LEARNING RESOURCES

### Major

Not Offered

### Minor

| | |
|---|---|
| Instructional Media | 344 |

# STUDENT PROGRESS REPORT

## BACHELOR DEGREE REQUIREMENTS
1971-72 Catalog

NAME ____________________

MAJOR ____________________

ADVISER ____________________

Numbers in parentheses indicate old numbering for courses as listed in catalogs for school years 1962 through 1970.

### SPECIFIC COURSE REQUIREMENTS FOR ALL CANDIDATES

| Course | Credit Hours |
|---|---|
| English 101 (1), 102 (2), 103 (3), or 111 (11), 112 (12), 113 (13) | |
| Health Education 100 (1) | |
| Physical Education - 3 credit hours<br>Courses from 100 to 165 meet the requirements of the General Education Program | |
| One course from the following will fill state requirement in American History, Government, and Economics: | |
| Economics SS274 (10), 430 (130) | |
| History SS120 (10), SS121 (11), SS170 (5), 420 (120) | |
| Political science SS110 (1) | |
| Philosophy SS320 (120) | |

### GENERAL EDUCATION REQUIREMENTS FOR ALL CANDIDATES

### HUMANITIES AREA

B.A.: 15 credit hours from 4 groups. One course must be Literature.

B.S.: 9 credit hours from 2 groups. One course must be Literature.

| Group | Course | Credit Hours |
|---|---|---|
| I | Art HU101 (5), HU105 (20), HU301 (165), HU302 (166), HU303 (167) | |
| II | Literature:<br>English HU232 (88), HU233 (89), HU234 (90), HU235 (95), HU240 (84) HU250 (5), HU251 (50), HU252 (51) HU253 (52), HU260 (61), HU261 (62) HU360 (170), HU368 (160), HU369 (161), HU374 (173)<br>Foreign Language Courses:<br>HU311 (101), HU312 (102), HU313 (103), Spanish HU314 (111), HU315 (112), HU316 (113) | |
| III | Foreign Language Courses:<br>HU201 (4), HU202 (5), HU203 (6) HU214 (11), HU215 (12), HU216 (13), HU302 (110), HU304 (121), HU305 (122), HU306 (123);<br>Spanish HU303 (108) | |
| IV | Theatre Arts HU101 (5), HU111 (40), HU401 (140, 141, 142, 143) | |
| V | Music HU101 (5), HU301 (107), HU302 (108), HU303 (109) | |
| VI | Philosophy HU101 (1), HU112 (2), HU350 (150), HU355 (155), HU415 (155) | |

### FAMILY LIFE REQUIREMENTS FOR WOMEN CANDIDATES

Family Life : one course

| Course | Credit Hours |
|---|---|
| Family Life 100 (1), 101 (6), 110 (14), 115 (13), 121 (16), 131 (18) 132 (23), 140 (33), 141 (30), 150 (35), 235 (24), 340 (100) | |

### ELECTIVE COURSES

### GENERAL EDUCATION REQUIREMENTS FOR ALL CANDIDATES

### LIFE SCIENCE AREA

B.A.: 9 credit hours combined Life Science and Physical Science. One course must be Life Science.

B.S.: 9 credit hours in Life Science from 2 groups.

| Group | Course | Credit Hours |
|---|---|---|
| I | Botany LS341 (141)<br>Zoology LS342 (142), LS380 (180) | |
| II | Botany LS101 (80), LS110 (1), LS160 (60), LS361 (161) | |
| III | Microbiology LS111 (1), LS115 (5), LS374 (170) | |
| IV | Zoology LS230 (30) | |
| V | Zoology LS160 (1), LS211 (4), LS212 (7) | |
| VI | Zoology LS201 (20) | |

### PHYSICAL SCIENCE AREA

B.A.: 9 credit hours combined Life Science and Physical Science. One course must be Physical Science.

B.S.: 9 credit hours in Physical Science from 2 groups.

| Group | Course | Credit Hours |
|---|---|---|
| I | Chemistry PS101 (5), PS111 (11) & PS112 (12) or PS113 (13), PS121 (26) & PS122 (25) | |
| II | Earth Science:<br>Geography PS101 (1), PS113 (13)<br>Geology PS101 (5), PS111 (21), PS121 (15), PS315 (105) | |
| III | Mathematics PS102 (5), PS105 (14), PS106 (18), PS107 (21), PS108 (11), PS111 (51) | |
| IV | Physics PS101 (5), PS103 (14), PS107 (9), 111 (51), 112 (52) or 113 (53), 261 (61) & 262 (62) or 263 (63) | |

### SOCIAL SCIENCE AREA

B.A. & B.S.: 12 credit hours from 2 groups

| Group | Course | Credit Hours |
|---|---|---|
| I | Anthropology SS101 (1), SS204 (4), SS211 (2), SS310 (110) | |
| II | Economics SS101 (5), SS274*(10) | |
| III | Geography SS110 (11), SS152 (23) | |
| IV | History SS101 (1), SS102 (2), SS103 (3), SS120*(10), SS121*(11) SS170*(5), SS301 (101), SS305 (105), SS307 (107), SS309 (109) SS312 (112), SS313 (113), SS315 (115), SS319 (119), SS430 (130) SS431 (131), SS432 (132), SS450 (150) SS451 (151), SS470 (170), SS471 (171) | |
| V | Philosophy SS320*(120), SS342 (142), SS410 (110) | |
| VI | Political Science SS110*(1), SS111 (7), SS210 (40) | |
| VII | Psychology SS101 (1), SS154 (54) SS300 (100) | |
| VIII | Sociology SS101 (1), SS102 (20), SS111 (18) or SS311 (118), SS250 (50), SS 280 (3) | |

* Indicates courses that may be applied to Utah State requirements in American History, Government, and Economics.

### ELECTIVE COURSES

Form B-82
Rev. 7-71

Name________________

# WEBER STATE COLLEGE

| Hour | Course | Cat No. | Sec. No. | Cr. Hrs. | Mon. | Tues | Wed. | Thurs. | Fri. | Sat. | Instructor | Room |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
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Samples of Registration Cards in Students' Packets

BEST COPY AVAILABLE

WEBER STATE COLLEGE

4

| QTR | STUDENT NAME | STREET ADDRESS | | SOC. SEC. NUMBER |
|---|---|---|---|---|
| | | | | |

DATE ____________ QUARTER ____________ DO YOU HAVE A SCHOLARSHIP? ____________

ARE YOU A LEGAL RESIDENT OF THE STATE OF UTAH? ____________ REGISTRATION NO.

DO YOU WANT STUDENT INSURANCE? ____________

IF REGISTERING FOR LESS THAN 7 CREDIT HOURS LIST CLASSES BELOW.

| SUBJECT | CR HOURS | FEE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| OTHER FEES | |
|---|---|
| | |
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| TUITION | |
| FEES | |
| BLDG FEE | |
| LECTURE FEE | |
| EXCESS CR. | |
| STD. TEACH | |
| INSURANCE | |
| LATE PYMT FEE | |
| | |
| | |
| TOTAL FEES | |

FEES ASSESSED BY ____________ AUDITED BY ____________

DD-EW 15665-0

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WEBER STATE COLLEGE

4

| QTR | STUDENT NAME | MAJOR | ADVISOR | | SOC. SEC. NO. |
|---|---|---|---|---|---|
| | | | | | |

STUDENT: USE THIS CARD TO OBTAIN COURSE CARDS — RETAIN THIS CARD FOR REFERENCE

| CLASS HOUR | COURSE | CAT NO | SECT-LAB | CR. HRS. | DAYS | ROOM NO | CHK | INSTR. APPROVAL |
|---|---|---|---|---|---|---|---|---|
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DD-U 10108-R1 J74648 ____

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*SPECIAL STUDENT* ☐

**WEBER STATE COLLEGE**
**Ogden, Utah**

**STUDENT FEE RECEIPT**
**Summer Quarter 1971**

**Registration No.** ____________

*When properly validated this is your receipt for payment of tuition and general fees for the total amount indicated. THIS CARD MUST BE PRESENTED IN CASE OF REFUND.*

# SAVE THIS RECEIPT

WEBER STATE COLLEGE

INSTRUCTOR'S NAME | COURSE DESCRIPTION | DEPT. ABBR | | SECT | | CR | | DAY |

WRITE SOCIAL SECURITY NUMBER HERE

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CREDIT AS INDICATED ON THE TOP LINE OF THIS CARD IS PRE-ESTABLISHED AND AUTHORIZED. IF YOUR CREDIT FOR THE COURSE IS TO BE OTHER THAN THE ABOVE, THE DEPARTMENT MUST SO INDICATE IN THE SPACE TO THE RIGHT.

VARIABLE CREDIT CLASS ☐ CRED HOUR

AUDIT ☐ CHEC

NO CREDIT ☐ CHEC

AUTHORIZATION

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STUDENTS WHO FAIL TO PROCESS AN APPROVED 'CHANGE OF REGISTRATION' WILL RECEIVE AN 'UNOFFICIAL WITHDRAWAL' AND WILL BE REGARDED AS HAVING FAILED THE COURSE.

DO-U 10186-R2

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WEBER STATE COLLEGE

STUDENT NAME | SOCIAL SECURITY

## CHANGE IN REGISTRATION CARD

(SEE REVERSE SIDE FOR INSTRUCTIONS AND POLICY)

DATE ISSUED ____________ DATE RETURNED ____________

THIS CHANGE IN REGISTRATION IS NOT VALID UNTIL THIS CARD IS RETURNED TO THE REGISTRATION OFFICE. NO OTHER CHANGE IN REGISTRATION CARD MAY BE OBTAINED UNTIL THE CHANGES LISTED BELOW ARE PROCESSED.

FOR REGISTRATION OFFICE USE ONLY:

| COURSES TO BE DROPPED | | | | | INSTRUCTOR'S SIGNATURE | INDICATE PASSING OR FAILING |
|---|---|---|---|---|---|---|
| TIME | COURSE NAME | NO. | SECT. | CR. HRS | | |
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| COURSES TO BE ADDED | | | | | INSTRUCTOR'S SIGNATURE |
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| | | | | | |

THE ABOVE CHANGES MAKE MY TOTAL HOURS FOR THE QUARTER ________

EXCESS CREDIT APPROVED BY SCHOOL DEAN

________ STUDENT'S SIGNATURE

VETERANS ON G.I. BILL AND WAR ORPHANS MUST HAVE THE COLLEGE VETERANS' OFFICE APPROVE ALL CHANGES IN REGISTRATION.

________ VETERANS' OFFICE

DO-8 12348-0

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WEBER STATE COLLEGE

STREET ADDRESS | CITY | TELEPHONE | ZIP CODE

LOCAL MAILING ADDRESS AND STUDENT DIRECTORY CARD

CHECK YOUR LOCAL MAILING ADDRESS AND TELEPHONE NO. ABOVE. MAKE ANY NECESSARY CHANGES IN THE BLOCK BELOW, ONLY IF DIFFERENT.

ENTER YOUR SOCIAL SECURITY NUMBER IN THE BLOCKS BELOW (IF OTHER THAN INDICATED ABOVE)

DO NOT COMPLETE THIS BLOCK IF SAME AS ABOVE

NAME ____________

ADDRESS ____________

CITY ____________ ZIP CODE ____________

TELEPHONE MARITAL STATUS

SOCIAL SECURITY | STREET ADDRESS | CITY | | | ADV | ZIP

CD-2U 10193

Miscellaneous publications about policies and services at Weber State College

# Weber State College
# Counseling Center

### *WHY COUNSELING?*

The purpose of the College Counseling Center is to serve the student as an individual. The college years are frequently a period in which a young person establishes his own separate identity, determines his life goals, and settles upon a pattern of values he can live by. In this personal development, counseling is often helpful. Several separate kinds of service are available in the Counseling Center.

### 1. *For Career Planning*

Through one or several interviews with a counselor, a student may assess his strengths and weaknesses, analyze his needs and values, and arrive at a satisfying decision about a career or a major. Where there is a question about the person's strongest abilities and dominant interests, tests can be used as aids to self-understanding. The Counseling Center maintains a library of occupational materials with recent information about career possibilities in our rapidly changing world.

### 2. *For Personal Counseling*

Growth toward personal maturity, especially among the pressures of college life, is seldom smooth. Doubts, difficulties in concentration, and personal worries are frequently associated with low grades. Counseling, either individually or in small groups, may help the student understand and deal with such stumbling blocks with a minimum loss of time or damage to his college career.

### 3. *For Reading-Study Improvement*

Individual counseling assistance for reading and study difficulties is available. Three types of special reading-study courses are provided by our campus English Department for helping college students and staff of all levels of ability to improve reading-learning performance. These courses include: (1) Progressive Reading (a general self-improvement course treating reading rate, and reading comprehension; (2) Progressive Listening (a course on the basic principles of effective listening); (3) Vocabulary Building (basic course of techniques for enlarging and improving vocabulary).

### *WHO COUNSELS?*

Counselors are members of the Student Personnel Division or faculty members in the Psychology Department. All information obtained in tests or interviews is completely confidential and is released only on the specific request of the student himself.

The Counseling Center staff is available to talk and work with on-campus living groups, activity groups, or others who are interested in learning more about interpersonal relationships and group procedures.

Counseling can be made available for any groups, organizations, businesses governmental installations at locations off the campus by contacting the Counseling Center or the Continuing Education and Summer School Office.

### *LOCATION AND FEES*

The Counseling Center is located in ~~Annex~~ SP I, room ~~110~~ 206 and is open from 8:00 a.m. to 5:00 p.m., Monday through Friday, and from 5:30 to [illegible]30 on Tuesday and Wednesday evenings. Appointments can be made by calling 399-5941, ext. ~~335~~ 468 There is no charge for on-campus counseling.

# APPENDIX B

## A VALUE MODEL:

### A Self-Instruction Text

# A VALUE MODEL:

## A Self-Instruction Text

by

George Gary Casper

Copyright
May 1970

TO THE STUDENT:

PLEASE READ BEFORE WORKING THROUGH THE PROGRAM.

1. Respond as you go. As you work through this program, you are expected not only to read carefully, as you would with any text, but also to think out the answers to questions and problems. This will enable you to learn the material presented as well as allow you to check your answers against those provided in the text.
2. Use the mask. In other words, use the enclosed card or a piece of paper to cover the answers provided until you have completed the work yourself. Then you can remove the cover and check your answer. Remember, even the most honest eyes wander and you cannot think out for yourself something that you have just read.
3. Format. Most frames in this program are presented in this format:

> 1. (Explanatory and descriptive information.)
>
> Question # 1 (Questions and commentary)
>
> \- - - - - - - - - - - - - - - - - - - - - - - -
>
> Answer to question # 1 (or suggested kind of answer)

Slide your mask down to the dashed line so that you can see everything above it.

4. Timing. The program has been prepared in six chapters. You should be able to complete each chapter in a half hour or less. You should plan your time to complete a chapter before stopping.

5. Errors. Should your answer not agree with the one given in the program, carefully reread the material immediately preceeding the question and be sure you understand why the answer given in the program is correct. Should you make an error, you will periodically find instructions directing you to review certain materials. Be sure to carefully follow these instructions so that you will be sure to learn the principle being presented before you proceed to new materials requiring the use of the principle.

# CHAPTER I

## RATINGS & DESCRIPTIONS

Objective: To teach the terms: rating, value object, value term, description and feature.

To teach discrimination between ratings and descriptions.

I-1. What is a rating?

These are ratings. Look them over.

a. Stage scenery is good.

b. The storage cabinets are satisfactory.

c. P.A. lockers seem sufficient.

d. The props were ample.

e. That paper cutter is dependable.

BUT, the following statements are NOT ratings. They are descriptions. YOU find the difference between these descriptions and the ratings above.

a. The "107" is a photocopier.

b. Those iron filings are magnetized.

c. Wet-mounts are glued.

d. His room has acoustical tile.

Question # I-1:

Let's see if you discovered the clues to recognize ratings. Of the following statements, two are ratings. Underline the two ratings.

a. A tack-iron is electric.

b. Enlarging is desirable.

c. Overhead projectors are good.

d. The dry-press was chromed.

Answer to question # I-1:

b. Enlarging is desirable.

c. Overhead projectors are good.

I-2. A rating makes a value judgment about something. Did you discover this? Look at these examples:

a. The tickets are excellent. (rating)

b. The tickets are cardboard. (description)

Sentence a is a rating because the word 'excellent' is a value judgment about the tickets.' In some manner, the tickets have been judged excellent.

Sentence b is NOT a rating but a description because the word cardboard makes a factual statement about the tickets instead of a judgment.

c. A yearbook is beneficial. (rating)

d. A yearbook is lithographed. (description)

Sentence c is a rating because the word beneficial makes the statement into a value judgment about the yearbook.

Sentence d is a description, NOT a rating, because the word lithographed makes the sentence into a factual statement about the yearbook. It is NOT a value judgment but a description.

New Idea.

A rating has two parts: (1) the value object and (2) the value term.

Study these examples:

value object / value term
a. Rating - Microphones are good.

value object / value term
b. Rating - The lighting is satisfactory.

value object / value term
c. Rating - Transistors / are worthwhile.

Question # I-2:

Work these for practice. Label the two parts of the rating by putting value object and value term above the correct part. Use the above examples as models.

a. The stage plan / is efficient.

b. Three light bars / are accurate.

c. That mimeo machine / seems dependable.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-2:

The first column are all value objects and the second column are all value terms.

I-3. Thus a rating contains a value term such as in these examples:

a. A signal is reliable.
b. The orchestra is capable.
c. Those signatures are excellent.

Question # I-3:

Label the value objects and value terms in each of the above ratings.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-3:

| | value object | value term |
|---|---|---|
| a. | A signal | reliable |
| b. | The orchestra | capable |
| c. | Those signatures | excellent |

Question # I-4:

Two of the following sentences are ratings. Underline the ratings, and label the value objects and value terms.

a. The microphones are fine.

b. A floor plug is metal.

c. Boom-stands are acceptable.

d. A co-axial cable has nine channels.

- - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-4:

| | value object | value term |
|---|---|---|
| a. | The microphones | fine |
| c. | Boom-stands | acceptable |

I-5. A description typically makes a factual statement about the value object. That is, a description describes the value object in terms of some property, attribute or feature it possesses.

a. The record cloth was anti-static.

b. A Xetron lamp is 1500 watts.

c. The Ampex tape recorders are stereo-channeled.

Question # I-5:

Of the three statements below, which are descriptions? Underline the answer.

a. The Bridge is the master control.

b. The first recording was fine.

c. The Air Force film is black and white.

Answer to question # I-5:

a. The Bridge is the master control.

c. The Air Force film is black and white.

I-6. A description contains two parts: (1) the value object and (2) the characteristic. Recall that the value object is that item which you speak about. A characteristic is some feature, property or attribute of the value object.

Examples of descriptions:

| | value object | / characteristic |
|---|---|---|
| a. Description: | The remote band | is 30 watts. |

| | value object | / characteristic |
|---|---|---|
| b. Description: | The connection | is an alligator clip. |

Question # I-6:

Label the parts of these descriptions.

a. Description: ______________ / ______________
The tone arm is a Dual.

b. Description: ______________ / ______________
Your tape is red oxide.

c. Description: ______________ / ______________
That power load was 3,500 watts.

d. Description: ______________ / ______________
Silicone is the lubricant.

Answer to question # I-6:

| | value object | / characteristic |
|---|---|---|
| a. Description: | The tone arm | is a Dual. |

| | value object | / | characteristic |
|---|---|---|---|
| b. Description: | Your tape | | is red oxide. |

| | value object | / | characteristic |
|---|---|---|---|
| c. Description: | That power load | | was 3,500 watts. |

| | value object | / | characteristic |
|---|---|---|---|
| d. Description: | Silicone | | is the lubricant. |

I-7. NOTE WHAT THE DIFFERENCES ARE BETWEEN A RATING AND A DESCRIPTION. Earlier you learned that a rating has two parts: (1) a value object, and (2) a value term as in this example:

| | value object | / | value term |
|---|---|---|---|
| Rating: | The frost gel | | is good. |

A description has two parts also: (1) a value object, and (2) a characteristic:

| | value object | / | characteristic |
|---|---|---|---|
| Description: | The headset | | is volume powered. |

Question # I-7:

The two parts of a rating are the ________________

and the ____________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-7:

The two parts of a rating are the value object and the value term.

I-8. Name the two parts of a description in order.

A Description has a ______________ & ______________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-8:

Description = value object / characteristic

Question # I-9:

Identify these statements by writing Rating or by writing Description in the blanks as needed. Use the above examples as a review if desired.

______________ a. The high hat spots are 500 watt lamps.

______________ b. A baby spot is nice.

______________ c. The 14th Amendment abolished slavery.

______________ d. Three inputs were good.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-9:

Description a. The high hat spots are 500 watt lamps.

Rating b. A baby spot is nice.

Description c. The 14th Amendment abolished slavery.

Rating d. Three inputs were good.

Question # I-10:

Identify the following examples as ratings or descriptions and label the parts as has been done in example a.

value object /characteristic

Description a. The column lights are red floods.

______________ b. Scene A uses blue lights.

______________ c. Taxation without representation elicited the Revolutionary War.

______________ d. The magenta flood is satisfactory.

______________ e. Orchestra lights are splendid.

______________ f. Ceiling lamps are reds and surprise pink floods.

______________ g. The catwalk is pleasant.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # I-10:

| | | | |
|---|---|---|---|
| Description | a. | value object<br>The column lights | /characteristic<br>are red floods. |
| Description | b. | value object<br>Scene A | /characteristic<br>uses blue lights. |
| Description | c. | value object<br>Taxation without representation | /characteristic<br>elicited the Revolutionary War. |
| Rating | d. | value object<br>The magenta flood | /value term<br>is satisfactory. |
| Rating | e. | value object<br>Orchestra lights | /value term<br>are splendid. |
| Description | f. | value object<br>Ceiling lamps | /characteristic<br>are reds and surprise pink floods. |
| Rating | g. | value object<br>The catwalk | /value term<br>is pleasant. |

## SUMMARY

In Chapter I, the terms rating, value object, value term, description, and characteristic were introduced.

You learned that a rating contains two parts: a value object, that which you evaluate; and a value term, some kind of value judgment concerning the value object. For example:

| | value object / | value term |
|---|---|---|
| Rating: | Ice Cream | is good. |

A description typically makes a factual statement about the value object. Thus a description contains two parts, the value object and a characteristic. For example:

| | value object / | characteristic |
|---|---|---|
| Description: | The ceiling beams | are a 45 degree angle. |

The difference between a rating and a description was examined and examples were given to identify both types of statements.

You should now be able to recognize ratings and descriptions and to write examples of your own.

If you need to stop for any reason, this would be a good spot. Otherwise, PROCEED TO CHAPTER II.

# CHAPTER II

## CRITERION

Objective: To teach recognition of criterion.
To give practice in discriminating among ratings, descriptions, and criteria.

II-1. This is a criterion:

CRITERION: Lamps which are double-weight are good.

and this:

CRITERION: Films which have three reels are interesting.

We speak of one criterion, but we speak of two or more criteria. Criteria then is the plural of criterion.

Question # II-1:

Two of these four sentences are criterion statements (criteria). Underline each criterion. Do nothing to the other sentences.

a. The record which is band one is superb.

b. An auditorium dubbing is fine.

c. The green filter was glass.

d. An outlet which is three-way is reliable.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # II-1:

a. The record which is band one is superb.

d. An outlet which is three-way is reliable.

II-2. A criterion contains both the idea of rating and of a description. Note how this is achieved.

Example a:

Rating: Red flood lamps are good.

Description: Red flood lamps are double-weight.

Criterion: Lights which are double-weight are good.

Example b:

Rating: The rehearsal groups are acceptable.

Description: The rehearsal groups are troupers.

Criterion: People who are troupers are acceptable.

Question # II-2:

Write the criterion for the following:

Rating: A hexagon screwdriver is useful.

Description: A hexagon screwdriver is magnetized.

Criterion: A screwdriver ______________________________

______________________________________________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # II-2:

Criterion: A screwdriver which is magnetized is useful.

II-3. A criterion is composed of three items:

Comparison class, characteristic, and value term.

In a criterion, the characteristic comes from the description; the value term comes from the rating.

The inter-relations of the rating and description are critical if they are to form a meaningful criterion. The description must be relevant to the value judgment reflected in the rating. For example if one were thinking of carrying groceries in a paper bag, he might say that "Paper bags are useful", which is a rating. It would then seem logically odd to select the description that "Paper bags burn" since this description is not really related to the original point-of-view regarding carrying groceries. A much more applicable description would seem to be, "Paper bags are light in weight", since this description relates directly to the usefulness of paper bags in carrying groceries. It is vital that you keep in mind the necessity for this inter-relatedness between the rating and description. More will be said about this later when we investigate points-of-view. Below are examples of criterion statements:

a. comparison class / characteristic / value term
Foods which contain sugar are good.

b. comparison class / characteristic / value term
Persons who are trained are better

c. comparison class / characteristic / value term
Timers which show seconds are invaluable.

Question # II-3:

Label the three parts of each criterion below:

a. ______________ / ______________ / __________
Wiring which has slide bars is dependable.

b. ______________ / ______________ / __________
Copiers which are single units are best.

c. ______________ / ______________ / __________
Signals which are electronic seem poor.

- - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # II-3:

a.

| comparison class | characteristic | value term |
|---|---|---|
| Wiring | which has slide bars | is dependable. |

b.

| comparison class | characteristic | value term |
|---|---|---|
| Copiers | which are single units | are best. |

c.

| comparison class | characteristic | value term |
|---|---|---|
| Signals | which are electronic | seem poor. |

Question # II-4:

Complete each criterion below. Fill in the words which serve as the characteristic and as the value term.

Set a.

Rating: Plastic tape is satisfactory.
Description: Plastic tape is an insulator.
Criterion: Material which ________________

________________________________

Set b.

Rating: Imprinted circuitry is reliable.
Description: Imprinted circuitry is in some T.V. sets.
Criterion: Wiring which ________________

________________________________

Set c.

Rating: The blackboard is efficient.
Description: The blackboard is moveable.
Criterion: A writing-surface ________________

________________________________

Answer to question # II-4:

Set a.

Criterion: Material which is an insulator is satisfactory.

Set b.

Criterion: Wiring which is in some T.V. sets is reliable.

Set c.

Criterion: A writing-surface which is moveable is efficient.

II-5. In each of the previous examples, a comparison class was provided. It is now important that you understand the idea of comparison class. Therefore, examine the different parts ratings and descriptions have as contrasted to criteria.

First: Ratings and descriptions have a value object which is a specific item, group or class.

Second: Criteria have a comparison class which always refers to a more general group or class.

Stated in another manner: The value object is a specific item.

The comparison class is a more general group to which the value object belongs.

Examples:

Rating: The RCA projector is adequate.

(The value object is The RCA projector which is a specific item.)

Description: The RCA projector is two speed.

(The value object is The RCA projector which is a specific item.)

Criterion: A machine which is two speed is adequate.

(The comparison class is machine which is more general including not only RCA, but Bell & Howell, Kodak, etc.)

In Summary, then, a value object refers to a specific item, group or class while a comparison class refers to a more general group or class.

Question # II-5:

Use examples a and b shown below to fill in the blanks.

Example a:

Rating: Boeing 707 Jets are suitable.
Description: Boeing 707 Jets are fast.
Criterion: Airliners which are fast are suitable.

Example b:

Rating: 3M copy-paper is good.
Description: 3M copy-paper is watermarked.
Criterion: Copy-paper which is watermarked is good.

1. In example a, the specific item is ________________ and the comparison class is ____________________.
2. In example b, the specific item is ________________ and the comparison class is ____________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # II-5:

1. In example a, the specific item is Boeing 707 Jets and the comparison class is Airliners.
2. In example b, the specific item is 3M copy-paper and the comparison class is copy-paper.

Question # II-6:

In the two sets below, identify the underlined words in two ways by (1) writing specific or general in Column A, and (2) put the correct name (either value object or comparison class) of the underlined part in Column B. The first one has been done as an example.

| Column A | | | Column B |
|---|---|---|---|
| specific | Rating: | NASA demonstrations are ideal. | value object |
| ________ | Description: | NASA demonstrations use films. | ________ |
| ________ | Criterion: | Programs which use films are excellent. | ________ |
| ________ | Rating: | A ground-adapter is useful. | ________ |
| ________ | Description: | A ground-adapter bridges the power. | ________ |
| ________ | Criterion: | A device which bridges the power is useful. | ________ |

- - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # II-6:

| Column A | | | Column B |
|---|---|---|---|
| specific | Rating: | NASA demonstrations are ideal. | value object |
| specific | Description: | NASA demonstrations use films. | value object |
| general | Criterion: | Programs which use films are excellent. | comparison class |

| | | |
|---|---|---|
| specific Rating: | A ground-adapter is useful. | value object |
| specific Description: | A ground-adapter bridges the power. | value object |
| general Criterion: | A device which bridges the power is useful. | comparison class |

Question # II-7 (Review):

Identify these statements by putting rating, description, or criterion in the blanks.

Set a.

_____________ Film Leader is flexible.

_____________ Plastic which is flexible is good.

_____________ Film Leader is good.

Set b.

_____________ Devices which are heat proof are excellent.

_____________ Stop-action shutters are excellent.

_____________ Stop-action shutters are heat proof.

Set c.

_____________ One-minute commercials are interesting.

_____________ Films which are concise are interesting.

_____________ One-minute commercials are concise.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # II-7:

Set a.

| | |
|---|---|
| Description | Film leader is flexible. |
| Criterion | Plastic which is flexible is good. |
| Rating | Film leader is good. |

Set b.

| | |
|---|---|
| Criterion | Devices which are heat proof are excellent. |
| Rating | Stop-action shutters are excellent. |
| Description | Stop-action shutters are heat proof. |

Set c.

| | |
|---|---|
| Rating | One-minute commercials are interesting. |
| Criterion | Films which are concise are interesting. |
| Description | One-minute commercials are concise. |

II-8. Now that you know the parts of a criterion, you should notice that the parts may not always be in the same order. Up to now the parts have been presented in the order of comparison class, characteristic and value term. It is possible to shift these around. For example:

a. Clothing which is warm is good.

b. Warm clothing is good.

c. Good clothing is warm.

All of the above reflect the same criterion although the statements differ. Notice that example (b) looks suspiciously like a rating and example (c) like a description. However, in this case they are criterion statements because the comparison class of concern is clothing rather than the value objects "warm clothing" or "good clothing". Therefore, to know if a statement is a criterion it is very important to know if you have a general comparison class or whether you are dealing with a specific item ie a value object. This is determined from the context of the discussion in which you are engaged.

## SUMMARY

Recognition of criteria was the principal goal of Chapter II. A criterion contains the idea of a rating, of a description, and a comparison class. A criterion contains three parts: a comparison class, a characteristic and a value term.

In a criterion, the characteristic comes from a description; the value term comes from a rating. Together they give validity to a criterion.

A good deal more will be said about comparison classes later, but for now you have learned that ratings and descriptions deal with specific items, groups or classes as the value object. But, a criterion refers to a more general group or class as its comparison class.

Should you need to stop, this would be an opportune time. If not, PROCEED TO CHAPTER III.

## CHAPTER III

## RANKING AND GRADING

Objective: To teach the concepts ranking and grading. To teach discriminations between ranking and grading.

Question # III-1:

Suppose you were asked to rank the following five numbers from the lowest to highest: 9,3,6,4,1. How would you do it?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-1:

1,3,4,6,9.

III-2. Among the important things you did to answer the question was to recognize that the request to rank the numbers required you to order them in some way. It is the process by which you ordered these numbers that is necessary to understand ranking.

To accomplish the task you probably compared the numbers saying, 3 is greater than 1, 4 is greater than 3 etc. and wrote down the answer.

Question # III-2:

Suppose you went to the store and found that you could purchase some green apples at 10 cents a pound, red apples at 5 cents a pound and yellow apples at 20 cents a pound. Since you want the most pounds for your money, rank the apples from least expensive to most expensive.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-2:

Red apples, green apples and yellow apples.

Question # III-3:

Upon what basis were the apples ranked?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-3:

Upon the basis of cost from least expensive to most expensive.

Question # III-4:

In what way other than cost might they have been ranked?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-4:

Taste, shape, size, beauty, color etc.

III-5. I might have stated my basis as follows:

Apples which cost least are best.

Question # III-5:

What kind of a statement is this?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-5:

A criterion statement.

Question # III-6:

In the criterion, "Apples which cost least are best," what is the comparison class, characteristic and value term?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-6:

| Comparison class | characteristic | value term |
|---|---|---|
| Apples | which cost least | are best. |

III-7. Now, suppose we change our basis of comparison from cost to taste and you are given a new criterion:

Red apples taste best.

Question # III-7:

On the basis of this criterion, could you now rank the green, red and yellow apples?

---

Answer to question # III-7:

No. If you are in doubt about this answer, the following frames should clear up your confusion.

III-8. The criterion tells me only that red apples taste best. This tells me only that red apples taste better than either the green apples or yellow apples.

Question # III-8:

What else do you suppose I need to know?

---

Answer to question # III-8:

Whether green apples taste better than yellow apples, or yellow apples taste better than green apples.

Question # III-9:

Therefore, I need another______________statement.

Answer to question # III-9:

Criterion.

Question # III-10:

What do you think the criterion statement should say? Hint: The first criterion was about the apples that taste best. Make this criterion about the apples that taste worst.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-10:

It might read that "Yellow apples taste the worst." or that "Green apples taste the worst."

Question # III-11:

Given the following criteria:

a. Red apples taste best.

b. Yellow apples taste worst.

Rank the following: green apples, red apples, and yellow apples.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-11:

a. Red apples
b. Green apples
c. Yellow apples

III-12. In the preceeding examples you were asked to "rank" the apples based upon taste. This you accomplished by comparing each apple to the other and deciding which apple was better than the other according to the criteria being used to describe better than.

The process of evaluating an object in comparative terms such as better than, worse than, or the same as another object is called ranking.

Question # III-12:

The distinguishing characteristic of a ranking process is the decision that an object is ______________, ______________, or ______________ another object.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-12:

The same as, worse than, or better than.

III-13. Now that you have learned how to evaluate with rankings there is another evaluative process with which we are concerned. It is called grading.

The evaluative process of grading requires a decision as to whether a value object belongs to some category or not. The example of the green, red and yellow apples provides three distinct categories based upon color. Grading would then involve decisions as to whether an apple belonged to one of these categories or not.

Question # III-13:

Suppose you purchased an apple at the store. To grade it into one of the three categories (red, green, or yellow apples), you would only need to look at its ________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-13:

color.

III-14. As a matter of fact, sometimes the categories are themselves referred to as grades as occurs with milk: Grade AA or Grade A milk. Other names used are homogenized, pasturized and raw milk, each of which is a separate category. Given some milk, a grading would be required to decide which name to apply to that milk.

Question # III-14:

By now you should understand that grading involves a decision of whether or not a value object belongs to some ________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-14:

Category.

III-15. The following ratings also involve gradings. Look them over!

a. Being unemployed is bad.

b. Having a job is good.

c. Going to school is good.

d. Going to jail is bad.

Question # III-15:

We already know the parts of a rating are the ________________ and the ________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-15:

Value object and value term.

Question # III-16:

In each of these ratings the value term is what?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-16:

Either the term good or the term bad.

Question # III-17:

Therefore, you might decide that a grading in these examples involves evaluating a value object as either in the category __________ or the category __________.

---

Answer to question # III-17:

Good or bad.

Question # III-18:

If your answer agrees with the one given, either the category good or the category bad, you are beginning to understand what a grading is. Look at the following examples and identify the gradings as well as the rankings.

a. Murder is bad.

b. Shooting someone is better than being shot.

c. Mother's apple pie is better than store pie.

d. Mother's pie is good.

---

Answer to question # III-18:

a. grading
b. ranking
c. ranking
d. grading

III-19. If you missed items a or d reread the above discussion on grading. If you missed items b or c return to the section on ranking. If your answer agrees, good for you! You have learned that ranking involves choices of better than, worse than or same as and that gradings involve choices of whether the value object belongs to a given category or not.

The following examples are gradings that use value terms other than good or bad.

a. Junk is worthless.

b. Music is desirable.

c. Illness is undesirable.

d. Piano lessons are worthwhile.

Question # III-19:

What new value terms have been introduced?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-19:

Worthless, desirable, undesirable, worthwhile.

Question # III-20:

Can you pair these value terms into opposites as in good and bad? Do so.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-20:

Yes. Desirable - undesirable, worthwhile - worthless

Question # III-21:

Therefore, you can now say that gradings involve evaluating whether a value object belongs to a given category or not such as good or bad, ____________ or ____________, and ____________ or ____________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # III-21:

Desirable or undesirable, worthwhile or worthless (or visa versa).

## SUMMARY

It should now be reasonable to say a grading involves an evaluation that a value object either belongs to a category or not. In contrast, a ranking is concerned with a comparison such as better than, worse than or same as.

Another way of viewing a grading is to think in terms of evaluating the value object itself against the chosen criteria to decide if it belongs in some category.

### GRADING

| | | | | | | |
|---|---|---|---|---|---|---|
| Value object | - | evaluated by description and criteria | - | category or value term | - | good-bad<br>desirable-undesirable<br>worthwhile-worthless |

Contrast this with a ranking which would appear as:

### RANKING

| | | | | | | |
|---|---|---|---|---|---|---|
| Value object & another object | - | compared & evaluated by criteria | - | value term | - | better than<br>the same as<br>worse than |

This is a good breaking point if you must stop for a while. If not, PROCEED TO CHAPTER IV.

# CHAPTER IV

## LOGIC AND PRINCIPLES

Objective: To illustrate the logical nature of the Value-Decision Model.
To teach the meaning of a principle.

IV-1. The classical example of deductive logic is the syllogism. It possesses three parts:

a. A major premise

b. A minor premise

c. A conclusion

An example is as follows:

a. Vehicles with two wheels are called bicycles. (Major premise)

b. My vehicle has two wheels. (Minor premise)

c. Therefore, my vehicle is a bicycle. (Conclusion)

Notice that none of the statements in the example syllogism contain value terms. However, it is easily seen that a syllogism containing value terms could be constructed. For example:

a. Toys with sharp points are bad. (Major premise)

b. My toy has sharp points. (Minor premise)

c. Therefore, my toy is bad. (Conclusion)

Suppose now that the three types of statements in the Value-Decision Model (the rating, description and criterion) could be fitted into the form of a syllogism. If this were true, then the properties of deductive logic would apply to the Value-Decision Model. Let's now investigate this possibility.

Question # IV-1:

What name have you learned for statements like the one in a of the last example above?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-1:

A criterion. If you didn't answer criterion, look at a again closely.

Question # IV-2:

What name have you learned for statements like the one in b above?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-2:

A description. Again, if you made a mistake look b over again.

Question # IV-3:

What kind of statement do you suppose c is?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-3:

If you say a rating, you're right.

IV-4. Therefore, the Value-Decision Model you are learning is in the truest sense a logical model with its parts representing a syllogism as follows:

a. major premise - a criterion

b. minor premise - a description

c. conclusion - a rating

Question # IV-4:

Complete the following syllogism:

a. Black houses are ugly.

b. ______________________

c. Therefore, your house is ugly.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-4:

b. Your house is black.

Question # IV-5:

Referring back to the information in IV-4, notice that a syllogism has three parts and that these parts correspond to the three parts of the Value-Decision Model.

Therefore, we can say that the statement "Black houses are ugly" is the a.____________________ of the syllogism and the b.____________________ of the Value-Decision Model. "Your house is black" is the c.____________ part of the syllogism and the d.__________________ of the Value-Decision Model while "Therefore, your house is ugly" is the e.______________________ of the syllogism and the f.______________________ of the Value-Decision Model.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-5:

a. Major premise
b. Criterion
c. Minor premise
d. Description
e. Conclusion
f. Rating

IV-6. The rating is a conclusion for which we offer the criterion and description as support. This is the essence of the evaluation process. Suppose I state that "Your house is ugly." You have every reason to expect that I have some basis of support for such a statement and so you ask, "Why would you say that?"

Question # IV-6:

You would expect me to offer the above ______________ and ______________ in support of my rating.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-6:

Criterion and description.

Question # IV-7:

Since it contains all the parts of the syllogism, we can say the Value-Decison Model is a log_ _ _l model with a major premise,the ____________, and a minor premise, the ____________, and the conclusion, a ______________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-7:

Logical model
Major premise - criterion
Minor premise - description
Conclusion - rating

Question # IV-8:

Therefore, the criterion and description are offered as ____________ for the conclusion, the rating.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-8:

Support.

Question # IV-9:

This is why we can say the Value-Decision Model is a ______________ model.

Answer to question # IV-9:

Logical model.

IV-10. Now, if a criterion and a description offer support for a conclusion (rating), how much better off we would be if we could present two criteria and description combinations in support of our conclusion. Or three! OR four!

Question # IV-10:

Other things being equal, wouldn't you be more inclined to accept a conclusion supported by multiple criteria and description combinations rather than a single one?

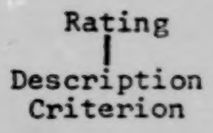
---

Answer to question # IV-10:

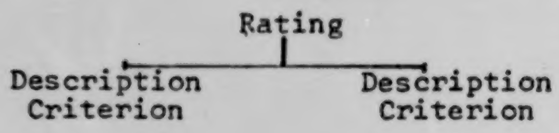
I'm sure you said yes to this question.

IV-11. Look at the following diagram:

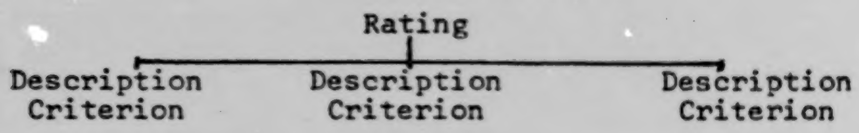
Example 1


Rating
Description
Criterion

Example 2


Rating
Description
Criterion
Description
Criterion

Example 3


Rating
Description
Criterion
Description
Criterion
Description
Criterion

Question # IV-11:

Which of the above examples looks most stable to you and thus least likely to be toppled?

Answer to question # IV-11:

Obviously, example 3 with the widest base or in other words, with the most support is the most stable.

IV-12. Ratings supported by more than one set of a description and a criterion are said to reflect a "principle". The principle thus contains the several characteristics derived from the criteria. It is the multiple characteristics that identify the principle as opposed to a criterion which contains but one characteristic.

Question # IV-12:

Therefore, more than one criterion offered in support of a rating is called a _______________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-12:

Principle.

IV-13. Notice that a principle requires a combination of characteristics from the applicable criteria. In other words, the principle reflects the several characteristics contained in the criteria.

Question # IV-13:

When a rating is supported by only one description and a criterion, we speak of the support as a criterion; but when more than one criteria are offered, we speak of a __________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-13:

Principle.

Question # IV-14:

In your own words, what is a principle?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-14:

Your answer must reflect the fact that a principle has several characteristics derived from two or more criteria.

Question # IV-15:

We may, therefore, speak of the Value-Decision Model as a a.____________ model in which the conclusion is a b.______________ supported by a major premise, a c.______________, and by a minor premise, a d.______________. Further, if more than one criteria is offered, we speak of a e.______________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # IV-15:

a. logical, b. rating, c. criterion,

d. description, e. principle.

Question # IV-16:

Was your answer correct? If your answer is no, write no in the space provided and return to the beginning of Chapter IV. If your answer is yes, go on.

Put your answer here_______.

## SUMMARY

You just learned that the Value-Decision Model is a logical model where the major premise, minor premise and conclusion of a syllogism are represented by the criterion, description and rating respectively.

Further, you learned that a rating can be supported by a single set of a criterion and a description. However, if more than one set is offered in support of a rating, it becomes more easily accepted since the support is greater.

When more than one set of a description and criterion are offered in support of a rating, the several characteristics described in the criteria define a principle. In other words, a principle has several characteristics derived from two or more criteria.

Should you need to stop, this is a good spot. If not, PROCEED TO CHAPTER V.

# CHAPTER V

## PRINCIPLE STATEMENTS

Objectives: To define a principle statement.
To establish a procedure for writing principle statements.

V-1. In Chapter IV you learned that the Value-Decision Model is a logical model in which a rating is supported by a criterion and description. When there is a combination of more than one criteria, the combination is termed a principle.

The idea was presented that a principle offered more stable and reliable support, other things being equal, than a single criterion could.

Question # V-1:

Define, in your own words, a principle.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-1:

The answer should reflect the fact that a principle is established by two or more criteria from which several characteristics can be derived.

V-2. The problem now arises as to how a principle might be stated. An example might give a clue.

Rating: John's car is good.

Criterion 1: Cars that run are good.
Description 1: John's car runs.

Criterion 2: Cars that go 100 mph are good.
Description 2: John's car goes 100 mph.

Question # V-2:

Since two criteria are listed, a ________________ is represented.

Answer to question # V-2:

Principle.

Question # V-3:

By listing each of the ____________, we have described the ____________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-3:

Criteria, principle.

V-4. Look at the following statements:

a. Cars that are 1970 models and cost more than $3,000, are good.
b. Cars that are American made and use regular gas, are good.
c. Cars that get 17 miles per gallon of gas and use no oil, are good.

Question # V-4:

What kind of statements do they appear to be?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-4:

Criterion statements. You might also have noticed that they are statements of principle, ie. they have more than one characteristic.

Question # V-5:

How many characteristics does each have?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-5:

Each has two characteristics.

Question # V-6:

See if you can write such a principle statement combining the two criteria in item V-2.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-6:

Your answer should look something like this:

Cars that run and go 100 mph are good.

V-7. You have just written a principle statement. Of course it's not a very elaborate one, but consider the benefits of such a statement where many criteria can be combined into a single statement. Notice that the descriptions applicable to the principle are implied by the characteristics they provide to the criteria. Thus to write a principle statement we need only refer to the criteria.

Question # V-7:

By definition then, several criteria, or in other words, a principle, can be combined into a single

______________ ______________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-7:

Principle statement.

Question # V-8:

Given the following criteria:

a. Blue cars are best.
b. Convertible cars are best.
c. Cars with bucket seats are best.

What is the comparison class?

---

Answer to question # V-8:

Cars is the comparison class.

Question # V-9:

How many characteristics are represented?

---

Answer to question # V-9:

Three. Blue, convertible, and bucket seats.

Question # V-10:

What value terms are present?

---

Answer to question # V-10:

Only one, the value term best.

Question # V-11:

Write a principle statement for the criteria listed in question # V-8.

---

Answer to Question # V-11:

Your answer should be similar to the following:

Blue convertible cars with bucket seats are best.

V-12. As you can see, the principle statement allows us to be efficient in expressing principles and saves much effort and confusion. However, there are limits to the number of criteria we can handle in one such statement without creating confusion.

Question # V-12:

Suppose you wanted to state a principle that had a large number of applicable criteria. Which criteria would be of most concern to you? Which would you want to be sure to include?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-12:

The most important criteria.

V-13. You would probably want to deal first with the most important criteria, then the less important until you got to the least important.

Question # V-13:

What evaluative process have you learned that would aid in the arrangement of the criteria in most, less and least categories?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-13:

Ranking.

V-14. We would therefore rank all the criteria and then write the principle statement from the most important of the criteria.

Question # V-14:

In your own words, what is a principle statement?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-14:

A principle statement is the combination of several criteria into a single statement, a principle.

Question # V-15:

What process would you use to ensure the inclusion of the most important criteria in the principle statement?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-15:

Ranking.

Question # V-16:

Finally, the principle statement expresses and defines a ____________________ .

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # V-16:

Principle.

## SUMMARY

You have just learned that a principle can be expressed by either listing all the criteria applicable to it, or more efficiently by combining the criteria into a principle statement.

A principle statement is most easily written to include or emphasize the most important criteria by first ranking all the applicable criteria and then working from most important to least.

This is a good stopping point if you need a rest. If not, PROCEED TO CHAPTER VI.

## CHAPTER VI

## COMPARISON CLASS AND POINT OF VIEW

Objective: To teach what is meant by Point-of-View.
To illustrate the effects of changing the comparison class or point of view.

Question # VI-1:

You have already learned that a criterion has three parts, the a.________________, the b. ________________ and the c.________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-1:

a. Comparison class, b. characteristic and c. value term.

VI-2. The parts of a criterion are derived from a rating and a description. The rating and description each have two parts.

Question # VI-2:

The parts of a rating are the ________________ and the ________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-2:

Value object and value term.

Question # VI-3:

The parts of a description are the ________________ and the ________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-3:

Value object and characteristic.

Question # VI-4:

Thus the characteristic of a criterion comes from a ______________ and the value term from a ____________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-4:

Description and rating.

VI-5. You then learned that the value object in both the rating and description was very specific. A criterion has a comparison class that is usually more general than a given value object.

Suppose now that a car salesman told you a sports car he was trying to sell you was a "pretty" car.

Question # VI-5:

State in writing a complete rating statement for this salesman's sports car.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-5:

Several answers are possible, one of which would be:

The sports car is pretty.

Question # VI-6:

What are the value object and value term?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-6:

The value object is the sports car. The value term is pretty.

VI-7. You remember that our model is a logical one in which the conclusion (the rating) is based upon the support offered by the major premise (the criterion) and the minor premise (the description).

Question # VI-7:

The rating, "The sports car is pretty" requires support. The support needed would be a _______________ and a _________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-7:

Criterion and description.

VI-8. You might now ask appropriately upon what basis he rates his sports car as pretty so that you can evaluate his statement. His answer is that his sports car is pretty because it's painted purple with black polka dots.

Question # VI-8:

Supply a description and criterion for the following:

Rating: The sports car is pretty.

Description:

Criterion:

Answer to question # VI-8:

Description: The sports car is purple with black polka dots.

Criterion: Sports cars painted purple with black polka dots are pretty.

VI-9. The question now becomes whether you are willing to accept this support as sound. To determine this requires an evaluation of the criterion offered.

Your evaluation of the criterion may be performed very quickly in your mind depending upon whether you like, dislike or must decide how you feel about purple with black polka dot sports cars.

Question # VI-9:

What is the comparison class in this criterion?

---

Answer to question # VI-9:

Sports cars, the plural of sports car.

VI-10. Suppose you like purple with black polka dot sports cars. You would accept the criterion as sound, and thus would accept the salesman's argument and his conclusion: the rating that his sports car is pretty.

However, the value object sports car is included in several comparison classes. For example, all cars made in 1970, all passenger cars, all cars, vehicles, etc. Each of these comparison classes is more general than those before it.

Question # VI-10:

Although many people might like or accept a purple with black polka dots colored sports car, what if we changed the comparison class to all passenger cars? Do you think as many people would like their passenger car painted this way?

- - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-10:

The author thinks not. I can't imagine many business executives or salesmen who would want to drive such a car.

VI-11. If this is true, then the change in comparison class has resulted in the criterion "All passenger cars painted purple with black polka dots are pretty" which is less sound than the original criterion. In other words, the original criterion dealing with the comparison class sports cars tends to be more sound or acceptable.

Question # VI-11:

Therefore, a change in comparison class could make a criterion more or less ________________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-11:

Sound or acceptable.

VI-12. Notice that so far we have only considered the car from a single point of view, an aesthetic point of view based upon color. I suspect that before you'd be willing to buy the car, there are things other than color that would be of interest to you.

Question # VI-12:

Do you think it would be possible to state more than one description and criterion in support of the stated rating?

- - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-12:

I hope you answered yes, for as you will soon see there are many possibilities.

VI-13. First let's consider descriptions. Are we concerned with the sports car's color, make, body style, year of make, motor, accessories, cost etc? It depends upon your point of view. In other words, are we concerned with an aesthetic point of view, ie color, beauty or style; an economic point of view, cost depreciation, resale value etc; or a performance point of view such as mileage, speed, comfort etc.

Question # VI-13:

Suppose your point of view involved your driving comfort. What are some of the features of the car that would be of concern to you?

- - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-13:

There are many possibilities, some of which might be seat covers, springs, shocks, arm rests, courtesy lights, radio, air conditioner, etc.

VI-14. You can readily see that an evaluation based upon support true to one point of view could lead to a conclusion (rating) quite different from that obtained with another point of view. In addition, as you saw earlier, a change in comparison class could make a criterion more or less sound.

Question # VI-14:

Therefore, before you consider the support presented by the salesman for his rating, you should first determine his ________ ____ _________ and the ______________ ______________.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Answer to question # VI-14:

Point of view, comparison class.

## SUMMARY

You have just learned that applicability and soundness of criteria and principles and therefore, the soundness of the support for a rating, can be affected by change in the comparison class.

Furthermore, you learned that the point of view also affects which criteria are sound and useful. Different points of view sometimes affects the selection of appropriate criteria if the criteria is to provide sound support for the rating.

## CRITERION TEST

Objective: The student must be able to pass the Criterion Test in writing with not less than 80% correct answers.

NOTE: Some of the blank spaces in the questions below may require more than one word. Read each question carefully and be certain you do all that is asked of you.

1. A rating has two parts, the ______________ and the ________________. (6 points)

2. A description also has two parts, the ______________ and the ______________. (6 points)

3. A criterion has three parts, the ______________, the ________________, and the ______________. (9 points)

4. Of the three parts of a criterion, the ______________ comes from the rating and the ______________ from the description. (6 points)

5. First label each of the following examples as either a rating or a description. Then, draw a slash between the two parts of each statement and label the parts.

______________ a. The paper bag is pink. (3 points)

______________ b. The chocolate cake is delicious. (3 points)

______________ c. My coat is stylish. (3 points)

______________ d. The chair is scratched. (3 points)

______________ e. The book is rectangular. (3 points)

______________ f. A unicycle is fun. (3 points)

______________ g. Marriage is desirable. (3 points)

6. Using statements below as guides, construct for each one a criterion statement (2 points each) and then label the parts of the criterion. (1 point each)

   a. The paper bag is pink.
   b. The chocolate cake is delicious.
   c. My coat is stylish.

7. To evaluate an object as better than, worse than or the same as another object is called _______________.

8. To evaluate an object as belonging to some category such as good or bad, desirable or undesirable, or worthwhile or worthless is called _______________. (3 points)

9. The Value-Decision Model is a logical model. Fill in the names of the parts of the Value-Decision Model that correspond to each of the following parts of a syllogism:

| Syllogism | Value-Decision Model |
|---|---|
| Major premise | ____________________________ |
| Minor premise | ____________________________ |
| Conclusion | ____________________________ |

(9 points)

10. The logic of the Value-Decision Model provides the _______________ and the _______________ in support of the _______________. (9 points)

11. A principle is represented by two or more __________. (3 points)

12. Write an example of a principle statement for a good hamburger. (6 points)

4 bonus points makes a total of 100 points

# APPENDIX C

# RESEARCH TOOLS

BEST COPY AVAILABLE

AMERICAN COLLEGE TESTING PROGRAM

# INSTITUTIONAL SELF-STUDY SERVICE SURVEY

[illegible]

# INSTITUTIONAL SELF-STUDY SERVICE

### Education Fields

| | |
|---|---|
| Counseling and Guidance | 01 |
| Education Administration | 02 |
| Elementary Education | 03 |
| Physical Education | 04 |
| Secondary Education | 05 |
| Special Education | 06 |
| Education, Other Specialties | 07 |

### Social Science and Religious Fields

| | |
|---|---|
| History | 08 |
| Home Economics | 09 |
| Dietetics | 10 |
| Library and Archival Science | 11 |
| Psychology | 12 |
| Social Work | 13 |
| Sociology | 14 |
| Theology and Religion | 15 |
| Social Science | |
| Area Studies | 16 |
| American Civilization | 17 |
| American Studies | 18 |

### Business, Political, and Persuasive Fields

| | |
|---|---|
| Accounting | 19 |
| Advertising | 20 |
| Business Administration (4 years) | 21 |
| Business and Commerce (2 years) | 22 |
| Data Processing | 23 |
| Economics | 24 |
| Finance | 25 |
| Industrial Relations | 26 |
| Law | 27 |
| Merchandising and Sales | 28 |
| Military | 29 |
| Political Science, Government, or Public Administration | 30 |
| Foreign Services | 31 |
| International Relations | 32 |
| Public Relations | 33 |
| Secretarial Science | 34 |

### Scientific Fields

| | |
|---|---|
| Anatomy | 35 |
| Anthropology | 36 |
| Archaeology | 37 |
| Astronomy | 38 |
| Biology or Genetics | 39 |
| Botany | 40 |
| Chemistry | 41 |
| Geography | 42 |
| Geology or Geophysics | 43 |
| Mathematics or Statistics | 44 |
| Meteorology | 45 |
| Oceanography | 46 |
| Physics | 47 |
| Physiology | 48 |
| Zoology or Entomology | 49 |

### Agriculture and Forestry

| | |
|---|---|
| Agriculture | 50 |
| Fish and Game Management | 51 |
| Forestry | 52 |
| Soil Conservation | 53 |

### Health Fields

| | |
|---|---|
| Dental Hygiene | 54 |
| Dentistry | 55 |
| Medicine | 56 |
| Medical Technology | 57 |
| Mortuary Science | 58 |
| Nursing | 59 |
| Occupational Therapy | 60 |
| Optometry | 61 |
| Osteopathy | 62 |
| Pharmacy | 63 |
| Physical Therapy | 64 |
| Veterinary Medicine | 65 |
| X-Ray Technology | 66 |

### Arts and Humanities

| | |
|---|---|
| Arts and Sculpture | 67 |
| Architecture | 68 |
| Creative Writing | 69 |
| Drama and Theater | 70 |
| English and English Literature | 71 |
| Foreign Language and Literature | 72 |
| Journalism | 73 |
| Music | 74 |
| Philosophy | 75 |
| Radio-TV Communications | 76 |
| Speech | 77 |
| General Education or Liberal Arts (2 years) | 78 |
| Other Arts and Humanities | 79 |

### Engineering

| | |
|---|---|
| Aeronautical | 80 |
| Agricultural | 81 |
| Architectural | 82 |
| Automotive | 83 |
| Chemical or Nuclear | 84 |
| Civil | 85 |
| Electrical or Electronic | 86 |
| Industrial | 87 |
| Mechanical | 88 |
| Other | 89 |

### Trade, Industrial, and Technical

| | |
|---|---|
| Aviation | 90 |
| Construction | 91 |
| Drafting | 92 |
| Electricity and Electronics | 93 |
| Industrial Arts | 94 |
| Metal and Machine | 95 |
| Mechanical | 96 |
| Other Trade | 97 |

| | |
|---|---|
| **My future field of training is not included in the fields listed above** | **98** |
| **Housewife** | **99** |
| **Undecided** | **00** |

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**Use No. 2 lead pencil. Mark all answers on the separate answer sheet.**

1. From the list on the left page, identify your major field. Mark the appropriate code number on your answer sheet. (The top row of ovals is for the tens digit, and the bottom row is for the units digit.) Indicate *only one* field. If you are undecided, mark "00" on your answer sheet and go on to the next question.

2. From the list on the left page, find the best description of your future vocation, and mark its code on your answer sheet. (The top row of ovals is for the tens digit, and the bottom row is for the units digit.) Again, if you are undecided about your future vocation, mark "00" on your answer sheet. If your future vocation is not included in these fields, mark "98" on your answer sheet; or if you anticipate your future vocation to be exclusively that of housewife, mark "99" on your answer sheet and skip Question 3.

3. Which of the following alternatives describes the main role you expect to play in your furture vocation? (For example, if you want to be a physicist and work primarily as a researcher, you would mark "1." If you want to be a doctor who specializes in private practice, you would mark "5." An engineering major who plans to become a sales engineer should mark "4." A teacher who wants to become a principal should mark "3." An art major who plans to become a professional artist should mark "5," etc.)

| | |
|---|---|
| Researcher or investigator | 1 |
| Teacher or therapist | 2 |
| Administrator or supervisor | 3 |
| Promotor or salesman of services or products | 4 |
| Practitioner, performer, or producer of services or products | 5 |
| None of the above | 6 |
| Two or more roles | 7 |
| Don't know or undecided | 8 |

4. What is the highest level of education you expect to complete?

| | |
|---|---|
| Vocational or technical program (less than two years) | 0 |
| Junior college degree | 1 |
| Bachelor's degree or equivalent | 2 |
| One or two years of graduate or professional study (MA, MBA, etc.) | 3 |
| Doctor of Philosophy or Doctor of Education (PhD or EdD) | 4 |
| Doctor of Medicine (MD) | 5 |
| Doctor of Dental Surgery (DDS) | 6 |
| Law Degree (LLB, JD) | 7 |
| Theology Degree (BD, THM) | 8 |
| Other | 9 |

5. Which *one* of the following statements applies to you?

| | |
|---|---|
| I do not have a major | 0 |
| I have *never* changed my major since entering college: | |
| (a) and I intend to continue in my present major field | 1 |
| (b) but I intend to change my major in the future | 2 |
| (c) but I would like to change my major, even though I do not feel that I should | 3 |
| I have changed my major *once* since entering college: | |
| (a) and I plan to continue in my present major | 4 |
| (b) but I will probably change my major again | 5 |
| I have changed my major *twice* since entering college: | |
| (a) and I plan to continue in my present major | 6 |
| (b) but I will probably change my major again | 7 |
| I have changed my major *three or more times* since entering college: | |
| (a) and I plan to continue in my present major | 8 |
| (b) but I will probably change my major again | 9 |

**GO TO THE NEXT PAGE**

6. When did you make your *present* choice of vocation?

| | |
|---|---|
| At the present time, I am undecided about my vocation | 1 |
| Before high school | 2 |
| During high school | 3 |
| During my freshman year in college | 4 |
| During my sophomore year in college | 5 |
| During my junior year in college | 6 |
| During my senior year in college | 7 |
| After my senior year in college | 8 |

7. Where did you live when you applied for admission to this college?

| | |
|---|---|
| In the same state as this college and: | |
| less than 10 miles from the college | 0 |
| 10-50 miles from the college | 1 |
| 50-100 miles from the college | 2 |
| more than 100 miles from the college | 3 |
| In a state adjoining this state and: | |
| less than 50 miles from the college | 4 |
| 50-100 miles from the college | 5 |
| more than 100 miles from the college | 6 |
| In a state not adjoining this state | 7 |
| In a foreign country: | |
| with an English language background | 8 |
| with a non-English language background | 9 |

8. How old are you?

| | |
|---|---|
| 17 or under | 1 |
| 18 | 2 |
| 19-20 | 3 |
| 21-24 | 4 |
| 25-29 | 5 |
| 30-34 | 6 |
| 35-39 | 7 |
| 40-49 | 8 |
| 50 or over | 9 |

9. Marital or Dating Status:

| | |
|---|---|
| Single and not going steady | 1 |
| Going steady | 2 |
| Engaged | 3 |
| Married with no children | 4 |
| Married with children | 5 |
| Separated | 6 |
| Divorced | 7 |
| Widowed | 8 |
| Other | 9 |

10. Father's Occupation:

| | |
|---|---|
| Managerial or executive (business executive, banker; store manager, etc.) | 1 |
| Professional (doctor, lawyer, professor) | 2 |
| Sales (auto salesman, department store clerk, etc.) | 3 |
| Semiprofessional or technical (programmer, lab technician, etc.) | 4 |
| Semiskilled (machine operator, construction worker, etc.) | 5 |
| Skilled trades (electrician, carpenter, plumber, etc.) | 6 |
| Small business owner or farm owner | 7 |
| Supervisor or public official (office manager, policeman, etc.) | 8 |
| Unskilled (general laborer, farm laborer, etc.) | 9 |

11. Father's Education:

| | |
|---|---|
| Less than eighth grade | 1 |
| Eighth grade | 2 |
| Some high school | 3 |
| High school graduate | 4 |
| Technical or business, etc. | 5 |
| Some college | 6 |
| College graduate | 7 |
| Some graduate or professional work | 8 |
| Received an advanced degree | 9 |

12. Mother's Education:

| | |
|---|---|
| Less than eighth grade | 1 |
| Eighth grade | 2 |
| Some high school | 3 |
| High school graduate | 4 |
| Technical or business, etc. | 5 |
| Some college | 6 |
| College graduate | 7 |
| Some graduate or professional work | 8 |
| Received an advanced degree | 9 |

13. Which of the sources of funds listed below has been the *most* important in financing your college work?

| | |
|---|---|
| Support from my parents or family | 1 |
| Support from my spouse | 2 |
| Employment or personal savings | 3 |
| NDEA loan, bank loan, or other loan | 4 |
| Economic Opportunity Grant or Work-Study program | 5 |
| GI Bill, ROTC, veterans or social security benefits or governmental aid | 6 |
| Scholarship, fellowship, or grant | 7 |
| Other | 8 |

**GO ON TO NEXT PAGE**

14. Parents are:

| | |
|---|---|
| Married | 1 |
| Both deceased | 2 |
| Father deceased | 3 |
| Mother deceased | 4 |
| Separated or divorced | 5 |

15. Which *one* of the following statements is true concerning the number of children in your family?

| | |
|---|---|
| I was an *only* child | 1 |
| I was the *younger* of: | |
| 2 children of the same sex | 2 |
| 2 children of the opposite sex | 3 |
| I was the *youngest* of 3 or more children | 4 |
| I was the *older* of: | |
| 2 children of the same sex | 5 |
| 2 children of the opposite sex | 6 |
| I was the *oldest* of 3 or more children | 7 |
| I was *neither the youngest nor the oldest of:* | |
| 3 or 4 children | 8 |
| 5 or more children | 9 |

16. How adequate do you feel your high school education was?

| | |
|---|---|
| Excellent | 1 |
| Good | 2 |
| Average | 3 |
| Below average | 4 |
| Very inadequate | 5 |

17. What income (not including that of your spouse) do you expect to have 10 years after graduation?

| | |
|---|---|
| None since I intend to be a housewife | 1 |
| Less than $5,000 as a housewife working part time | 2 |
| Less than $7,000 (working full time) | 3 |
| $7,000 - $8,999 | 4 |
| $9,000 - $10,999 | 5 |
| $11,000 - $14,999 | 6 |
| $15,000 - $24,999 | 7 |
| $25,000 - $49,999 | 8 |
| over $50,000 | 9 |

18. How satisfied are you with this college as a whole?

| | |
|---|---|
| Completely satisfied | 1 |
| Satisfied | 2 |
| Indifferent | 3 |
| Unsatisfied | 4 |
| Completely unsatisfied | 5 |

19. How well did you apply yourself in high school, and how well have you applied yourself in college?

| | |
|---|---|
| Less than average in both high school and college | 1 |
| Less than average in high school, but average or more than average in college | 2 |
| An average amount in both high school and college | 3 |
| More than average in high school, but average or less than average in college | 4 |
| More than average in both high school and college | 5 |

20. How many times did you move or change schools through elementary school and high school? (Count the change from elementary to junior high or junior high to high school *only if* you moved to a different community.)

| | |
|---|---|
| None | 1 |
| Once | 2 |
| 2 - 3 times | 3 |
| 4 - 5 times | 4 |
| 6 or more times | 5 |

21. From what kind of high school or secondary school did you graduate?

| | |
|---|---|
| Public high school | 1 |
| Private, nonreligious, nonmilitary | 2 |
| Protestant denominational | 3 |
| Catholic | 4 |
| Other | 5 |

**GO ON TO NEXT PAGE**

22. About how many students were in your high school graduating class?

| | |
|---|---|
| Fewer than 25 | 1 |
| 25 - 99 | 2 |
| 100 - 199 | 3 |
| 200 - 399 | 4 |
| 400 - 599 | 5 |
| 600 - 899 | 6 |
| 900 or more | 7 |

23. Which of the following best describes the community that you thought of as your hometown during high school days?

| | |
|---|---|
| *Farm* or open country | 1 |
| *Town or city* of: | |
| less than 500 population | 2 |
| 501 - 1,999 | 3 |
| 2,000 - 9,999 | 4 |
| 10,000 - 49,999 | 5 |
| *Metropolitan area* of: | |
| 50,000 - 249,999 population | 6 |
| 250,000 - 499,999 | 7 |
| 500,000 - 999,999 | 8 |
| More than 1 million | 9 |

24. About how many hours per week have you usually worked at a part-time job while attending college? *(Exclude* summer work)

| | |
|---|---|
| Zero | 1 |
| 1-5 | 2 |
| 6-14 | 3 |
| 15-24 | 4 |
| 25 or more | 5 |

25. About how many hours outside of class per week have you usually studied while attending college?

| | |
|---|---|
| 0-3 | 1 |
| 4-6 | 2 |
| 7-9 | 3 |
| 10-12 | 4 |
| 13-15 | 5 |
| 16-20 | 6 |
| 21-25 | 7 |
| over 25 | 8 |

26. About how many hours of credit have you averaged per semester (quarter, trimester, etc.) since entering this college?

| | |
|---|---|
| 1-3 | 1 |
| 4-6 | 2 |
| 7-9 | 3 |
| 10-12 | 4 |
| 13-15 | 5 |
| 16-18 | 6 |
| over 18 | 7 |

27. What is your present college residence?

| | |
|---|---|
| College dormitory | 1 |
| Fraternity or sorority house | 2 |
| College apartment | 3 |
| Off-campus apartment | 4 |
| Off-campus room | 5 |
| At home with parents | 6 |
| Other | 7 |

28. Have you transferred to this college from another college?

| | |
|---|---|
| No | 1 |
| Yes, from a *two-year* college: | |
| prior to this school year | 2 |
| at the beginning of or during this school year | 3 |
| Yes, from a *private liberal-arts* college: | |
| prior to this school year | 4 |
| at the beginning of or during this school year | 5 |
| Yes, from a *state* university or public four-year college: | |
| prior to this school year | 6 |
| at the beginning of or during this school year | 7 |
| Yes, from *some other* higher education institution: | |
| prior to this school year | 8 |
| at the beginning of or during this school year | 9 |

**Questions 29-40 describe possible college goals of students. Indicate the degree of importance you attach to each goal by using the following code:**

**GO ON TO NEXT PAGE**

| | |
|---|---|
| Essential (*a goal you feel you must accomplish*) | 1 |
| Very important | 2 |
| Desirable (*a goal of some importance, but less vital than those rated 1 or 2*) | 3 |
| Not important (*a goal of little or no importance*) | 4 |

**Be sure to respond to every question.**

29. To improve my ability to think and reason.

30. To broaden my intellectual interests and my understanding of the world.

31. To increase my appreciation of art, music, literature, and other cultural expressions.

32. To discover my vocational interests.

33. To attain specific skills that will be useful on a job.

34. To meet the academic requirements necessary to enter a profession.

35. To increase my effectiveness in interpersonal relations.

36. To learn how to be an effective leader.

37. To become more capable and interesting socially.

38. To learn how to deal with political or social injustice.

39. To develop more personal independence and self-reliance.

40. To find a cause or causes I can really believe in.

**A number of college policies, practices, or facilities are described in questions 41-58 below. Indicate your opinion of these as they apply to your college by using the following code:**

| | |
|---|---|
| Agree | 1 |
| Partly agree and partly disagree | 2 |
| Disagree | 3 |
| I have no opinion on the matter | N |

41. There is adequate provision for student privacy.

42. The regulations governing student conduct are constructive.

43. Rules governing the invitation of controversial speakers are reasonable.

44. The campus newspaper gives a balanced presentation to controversial events.

45. Laboratory facilities for the physical sciences are adequate.

46. Laboratory facilities for the biological sciences are adequate.

47. The cultural program (lectures, concerts, exhibits, plays) is satisfactory in terms of quality and quantity.

48. Sufficient recreational opportunities and facilities (bowling, swimming, etc.) are available.

49. Regulations governing academic probation and dismissal are sensible.

50. Examinations are usually thorough and fair.

51. Library materials are easily accessible.

52. Instructors are generally available for assistance with classwork.

53. Adequate provision is made for gifted students (e.g., honors program, independent study, undergraduate research, etc.)

54. Students have ample opportunity to participate in college policy-making.

55. The college social program (dances, parties, etc.) is successful.

56. Housing regulations (living in apartments, off-campus rooms, etc.) are reasonable.

57. Disciplinary procedures and policies are fair.

58. College food services are adequate in terms of quality, cost, and efficiency.

**Questions 59-67 refer to services which are frequently provided by colleges. Describe your reaction to these services at your college by using the following code:**

| | |
|---|---|
| The service was extremely valuable to me | 1 |
| I found the service to be worthwhile | 2 |
| I received little benefit from the service | 3 |
| I've never used this service | 4 |
| Our college does not offer this service | 5 |

**GO ON TO NEXT PAGE**

59. Academic advising service (assistance in selecting courses, adjusting schedules, planning programs, etc.).

60. Counseling service (assistance in choosing a major, vocational planning, resolving personal problems, etc.).

61. Financial needs service (assistance in obtaining a scholarship, loan, part time job, or assistance in budgeting and controlling expenses).

62. Extracurricular activities assistance (in getting started in activities or in making the most of extracurricular opportunities).

63. Orientation service (assistance in getting started in college—learning the ropes, getting acquainted, overcoming apprehensions).

64. Housing services (assistance in locating suitable housing).

65. Housing advisory services (assistance in dealing with roommate problems, advice in handling everyday concerns, programs designed to make the housing arrangement more educational and enjoyable).

66. Health service (assistance in dealing with illness or injury).

67. Developmental education services (improvement of reading, study skills, spelling, etc.).

**Questions 68-79 below list some statements describing possible outcomes of a college education. Indicate the degree to which you feel you have made progress on each of these outcomes by marking your answer sheet in accordance with the following code:**

| | |
|---|---|
| Substantial progress | 1 |
| Some progress | 2 |
| Not much progress | 3 |

68. Acquiring a broad cultural and literary education.

69. Acquiring vocational training—skills and techniques directly applicable to a job.

70. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.

71. Understanding different philosophies, cultures, and ways of life.

72. Social development—gaining experience and skill in relating to other people.

73. Personal development—understanding one's abilities and limitations, interests and standards of behavior.

74. Knowing how to participate effectively as a citizen in one's community and in wider areas.

75. Developing an ability to write and to speak clearly, correctly, and effectively.

76. Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge.

77. Developing an appreciation and an enjoyment of art, music, and literature.

78. Developing an understanding and an appreciation of science and technology.

79. Improving prospects for making high income and gaining professional status.

**Questions 80-93 ask you to describe the instructors you have had at this college. Use the following scale to indicate how frequently each statement is true:**

| | |
|---|---|
| A majority of my instructors | 1 |
| About half of my instructors | 2 |
| A minority of my instructors | 3 |

80. Instructors give students ample opportunity to participate in discussion, to ask questions, and to express points of view.

81. Lectures are dry, dull, and monotonous.

82. Students are given an important voice in determining class objectives and procedures.

83. Instructors appear to be uneasy and nervous.

84. Faculty members have an unusual facility for communicating their knowledge to students.

85. Instructors criticize or embarrass students in the classroom.

**GO ON TO NEXT PAGE**

86. Instructors present material in an entertaining (e.g., dramatic, humorous) manner.

87. Instructors give disorganized, superficial, or imprecise treatment to their material.

88. Instructors give personal opinions or describe personal experiences.

89. Instructors don't seem to care whether or not class material is understood.

90. Out-of-class assignments (reading, papers, etc.) are reasonable in length.

91. Insufficient distinction is made between major ideas and less important details.

92. Instructors relate course material to contemporary problems.

93. Instructors seem to be "out of touch" with student life.

**Questions 94-123 refer to your use of leisure time while you have been attending college. If, while attending college, you have engaged in the activity ON YOUR OWN, i. e., *NOT AS A PART OF A CLASS ASSIGNMENT,* mark the Y ("Yes") response. If you cannot recall having participated in the activity while in college (except, perhaps, as part of an assignment), mark the N ("No") response.**

94. Attempted to invent something.

95. Read some poetry.

96. Discussed merits of political-economic systems (e.g., communism, socialism) with friends.

97. Attended a scientific lecture.

98. Visited an art exhibit.

99. Discussed world or national political problems (candidates, issues) with friends.

100. Attended a scientific exhibit.

101. Tried some sketching, drawing, or painting.

102. Watched four or more TV news specials in a year.

103. Read a technical journal or a scientific article.

104. Attended a poetry reading or a literary talk.

105. Discussed social issues (e.g., civil rights, pacificism) with friends.

106. Attempted to solve mathematical puzzles.

107. Attended a stage play.

108. Discussed campus issues with friends.

109. Attempted to develop a new scientific theory.

110. Read six or more articles a year in *Atlantic, Commonweal, Harpers,* and/or *Saturday Review.*

111. Attended a lecture on a current social, economic, or political problem.

112. Discussed a scientific theory or event with friends.

113. Discussed art or music with friends.

114. Read the editorial column of a newspaper at least once a week.

115. Devised a mathematical puzzle.

116. Discussed philosophy or religion with friends.

117. Read an article or book analyzing in depth a political or social issue.

118. Regularly read popular accounts of scientific advances (in *Time, Newsweek,* etc.).

119. Discussed plays, novels, or poetry with friends.

120. Read a biography or autobiography of a political or social reform leader.

121. Explained or illustrated a scientific principle to someone.

122. Attended a music recital or concert.

123. Read a book on psychology, sociology, or history.

**Questions 124-223 also deal with experiences you may have had in college. They are grouped into ten lists of "out-of-class" accomplishments (Leadership, Social Participation, etc.); each list contains ten items which describe specific accomplishments or awards.**

**GO ON TO NEXT PAGE**

**For each of the lists, read all ten items and then indicate which ones are true of you by blackening the appropriate oval or ovals on your answer sheet. If on a given list none of the ten items are true for you, blacken the "None" oval and go on to the next list.**
**Don't be discouraged by these statements; only an unusual student will be able to say "Yes" to many items.**

### *LIST 1. LEADERSHIP*

124. Elected to one or more student offices.
125. Appointed to one or more student offices.
126. Was an active member of four or more student groups.
127. Elected president of class (freshman, sophomore, etc.) in any year of college.
128. Served on a student-faculty committee or group.
129. Elected or appointed as a member of a campus-wide student group, such as student council, student senate, etc.
130. Served on a governing board or an executive council of a student group.
131. Elected as one of the officers of a class (freshman, sophomore, etc.) in any year of college.
132. Elected president of a "special interest" student club, such as psychology club, mountain climbing club, etc.
133. Received an award or special recognition of any kind for leadership.

### *LIST 2. SOCIAL PARTICIPATION*

134. Actively campaigned to elect another student to a campus office.
135. Organized a college political group or campaign.
136. Worked actively in an off-campus political campaign.
137. Worked actively in a student movement to change institutional rules, procedures, or policies.
138. Initiated or organized a student movement to change institutional rules, procedures, or policies.
139. Participated in a student political group (Young Democrats, Young Republicans, etc.).
140. Participated in one or more demonstrations for some political or social goal, such as civil rights, free speech for students, states' rights, etc.
141. Wrote a "letter to the editor" regarding a social or civic problem.
142. Wrote a letter to a state legislator or U.S. representative or senator about pending or proposed legislation.
143. Worked actively in a special study group (other than a class assignment) for the investigation of a social or political issue.

### *LIST 3. ART*

144. Won a prize or award in art competition (drawing, painting, sculpture, ceramics, architecture, etc.).
145. Exhibited or published at my college one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
146. Had drawings, photographs, or other art work published in a public newspaper or magazine.
147. Entered an artistic competition of any kind.
148. Produced on my own (not as part of a course) one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
149. Exhibited or published *not at my college* one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
150. Sold one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
151. Own a collection of art books, paintings, or reproductions.
152. Designed, made, and sold handicraft items such as jewelry, leathercraft, etc.
153. Created or designed election posters, program covers, greeting cards, stage settings for a play, etc.

**GO ON TO NEXT PAGE**

### *LIST 4. SOCIAL SERVICE*

154. Worked actively in a student service group or organization.

155. Worked actively in a charity drive.

156. Worked as a volunteer aide in a hospital, clinic, or home.

157. Served as a big brother (sister) or advisor to one or more foreign students.

158. Organized a student service group.

159. Worked actively in an off-campus service group or organization.

160. Worked as a volunteer on a campus or civic improvement project.

161. Participated in a program to assist children or adults who were handicapped mentally, physically, or economically.

162. Voluntarily tutored a fellow student.

163. Received an award or recognition for any kind of campus or community service.

### *LIST 5. SCIENTIFIC*

164. Built scientific equipment (laboratory apparatus, a computer, etc.) on my own (not as a part of a course).

165. Was appointed a teaching or research assistant in a scientific field.

166. Received a prize or award for a scientific paper or project.

167. Gave an original paper at a convention or meeting sponsored by a scientific society or association.

168. On my own (not as part of a course), carried out or repeated one or more scientific experiments, recorded scientific observations of things or events in the natural setting, or assembled and maintained a collection of scientific specimens.

169. Authored or co-authored scientific or scholarly paper published (or in press) in a scientific journal.

170. Invented a patentable device.

171. Was a member of a student honorary scientific society.

172. Entered a scientific competition of any kind.

173. Wrote an unpublished scientific paper (not a course assignment).

### *LIST 6. HUMANISTIC-CULTURAL*

174. Developed and followed a program of reading of poetry, novels, biographies, etc. on my own (not course assignment).

175. Was a member of a student honorary society in the humanities (literature, philosophy, language, etc.).

176. Built a personal library around a core collection of poetry, novels, biographies, etc.

177. Attended a convention or meeting of a scholarly society in the humanities (literature, philosophy, language, etc.).

178. Authored or co-authored an original paper published (or in press) in a scholarly journal in the humanities (literature, philosophy, language, etc.).

179. Read scholarly journals in the humanities on my own (not as a course assignment).

180. Read one or more "classic" literary works on my own (not as a course assignment).

181. Wrote on my own (not a course assignment) an unpublished scholarly paper in the humanities.

182. Won a prize or award for work in the humanities.

183. Gave an original paper at a convention or meeting sponsored by a scholarly society in the humanities.

### *LIST 7. RELIGIOUS SERVICE*

184. Was an active member of a student religious group.

185. Organized or reorganized a student religious group.

186. Was an active member of an off-campus religious group (not a church).

187. Held one or more offices in a religious organization.

188. Led one or more religious services.

189. Taught in a church, synagogue, etc.

**GO ON TO NEXT PAGE**

190. Attended one or more religious retreats, conferences, etc.

191. Participated in a religious study group.

192. Worked to raise money for a religious institution or group.

193. Did voluntary work for a religious institution or group.

### *LIST 8. MUSIC*

194. Composed or arranged music which was publicly performed.

195. Publicly performed on two or more musical instruments (including voice) which do not belong to the same family of instruments.

196. Conducted music which was publicly performed.

197. Presented in public a solo recital which was not under the auspices of a college or church.

198. Attained recognition in the form of an award or scholarship in a national or international music competition.

199. Received pay for performing as a professional music teacher on a continuing basis.

200. Composed or arranged music which has been published.

201. Attained a first division rating in a state or regional solo music contest.

202. Received pay for performing as a professional musician on a continuing basis.

203. Authored or co-authored a book, an article, or a criticism bearing on the general subject of music.

### *LIST 9. WRITING*

204. Had poems, stories, essays, or articles published in a public (not college) newspaper, anthology, etc.

205. Wrote one or more plays (including radio or TV plays) which were given public performance.

206. Was feature writer, reporter, etc., for college paper, annual, magazine, anthology, etc.

207. Was editor for college paper, annual, magazine, anthology, etc.

208. Did news or feature writing for public (not college) newspaper.

209. Had poems, stories, essays, or articles published in a college publication.

210. Wrote an original but unpublished piece of creative writing on my own (not as part of a course).

211. Won a literary prize or award for creative writing.

212. Systematically recorded my observations and thoughts in a diary or journal as resource material for writing.

213. Was a member of a student honorary group in creative writing or journalism.

### *LIST 10. SPEECH AND DRAMA*

214. Participated in one or more contests in speech, debate, extemporaneous speaking, etc.

215. Placed second, third, or fourth in a contest in speech, debate, extemporaneous speaking, etc.

216. Won one or more contests in speech, debate, extemporaneous speaking, etc.

217. Had one or more minor roles in plays produced by my college or university.

218. Had one or more leads in plays produced by my college or university.

219. Had one or more leads or minor roles in plays *not* produced by my university.

220. Gave dramatic performance on radio or TV program.

221. Received an award for acting or other phase of drama.

222. Gave a recital in speech.

223. Participated in a poetry reading, play reading, dramatic production, etc. (not a course assignment).

**Items 224-247 on your answer sheet provide the opportunity to answer relevant questions designed by your college to meet special needs on your campus.**

## LIST ELEVEN

### Counseling Center

224. How well acquainted are you with the Counseling Center?

    1. very well acquainted
    2. fairly well acquainted
    3. moderately acquainted
    4. vaguely acquainted
    5. not at all

225. How many times have you gone to the Counseling Center?

    1. never
    2. once
    3. twice
    4. three to five times
    5. six or more times

226. Most students who go to the Counseling Center are probably:

    1. self referrdd
    2. referred by friends, other students or relative
    3. referred by advisor or faculty member
    4. referred by Admissions Office, Standards Committee, or other administrative office
    5. referred by student newspaper, counseling brochure, or other advertisement

227. The Counseling Center services seem to be primarily focused on the:

    1. entering freshman
    2. students with emotional difficulties
    3. students with scholastic difficulties
    4. relatively normal students
    5. students having difficulty in selecting a major

228. What do you think is the primary function of the Counseling Center?

    1. the giving of expert advice
    2. the administration and interpretation of tests
    3. the individual counseling with students
    4. conducting group sessions with students
    5. the dissemination of information

229. Indicate the category which you believe is most often asked about by students who go to the Counseling Center

1. decision-making and planning; understanding abilities; exploring educational, vocational, and/or career plans
2. the opportunity to discuss and explore feelings about self and/or others; personal concerns
3. academic performance (e.g. courses, grades, study techniques and attitudes)
4. information about some aspect of the College
5. marriage counseling

230. If offered as a service by the Counseling Center, which of the following programs should have the highest priority?

1. orientation and student advisement by upper classmen
2. training to reduce test anxiety
3. challenging course credit by examination
4. programs on sex education
5. programs on drug abuse

231. Assuming a college orientation program is needed, which of the following represents your preference?

1. a one-day large-groups session
2. small groups handled by upper classmen (juniors or seniors) scheduled throughout the summer for 2-3 days at a time
3. small groups handled by upper classmen for a period of 2-3 days just before school commences
4. small groups handled by upper classmen for orientation during the summer and also for continuing advisement throughout the school year

232. Which is the best method of drug prevention treatment?

1. films, film strips, and audio presentation
2. guest lectures
3. small group rapp sessions
4. individual counseling sessions
5. question and answer sessions

233. The Counseling Center should be responsible for programs on drug prevention

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

234. Student tutoring services are needed on campus

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

235. Student advisement offices staffed by upper classmen are needed on the campus

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

236. The Counseling Center should provide film strips, written material, audio material on job trends, and how to prepare for jobs

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

237. A basic reading class to help those who have poor reading skills (not rapid reading) is needed on the campus

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

238. A student-operated crisis center is needed on the campus

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

239. A class which teaches effective study skills is needed on campus (in addition to Guided Studies Program).

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

240. A program to reduce test anxiety which would improve performance on tests is needed on the campus

1. strongly agree
2. agree
3. undecided or uncertain
4. disagree
5. strongly disagree

241. The Counseling Center should be responsible for sex education on the campus

    1. strongly agree
    2. agree
    3. undecided or uncertain
    4. disagree
    5. strongly disagree

242. The Counseling Center should be responsible for pre-marital or marriage counseling on the campus

    1. strongly agree
    2. agree
    3. undecided or uncertain
    4. disagree
    5. strongly disagree

243. Programs are currently available on campus to earn college credit through examination (without class attendance)

    1. strongly agree
    2. agree
    3. undecided or uncertain
    4. ddisagree
    5. strongly disagree

244. Pass-fail option should be expanded to include general education classes

    1. strongly agree
    2. agree
    3. undecided or uncertain
    4. ddisagree
    5. strongly disagree

245. A program is needed to familiarize entering freshmen with college policies and practices. (A new approach unlike previous orientation programs.)

    1. strongly agree
    2. agree
    3. undecided or uncertain
    4. disagree
    5. strongly disagree

246. It is reasonable, except for urgent situations, for the Counseling Center to request that students make appointments ahead of time to see a counselor so that necessary and helpful information may be collected.

    1. strongly agree
    2. agree
    3. undecided or uncertain
    4. disagree
    5. strongly disagree

247. Adviser preferences

1. students only need a general faculty adviser
2. students only need specific major advisers
3. students can advise students without any faculty advisers
4. no adviser is necessary

# APPENDIX D

## ORIENTATION SELF REPORT QUESTIONNAIRE

# APPENDIX D

## ORIENTATION SELF REPORT QUESTIONNAIRE

The following is a questionnaire concerning Freshman Orientation. Please respond openly and freely to these questions, as it is only through your evaluation of this program that we can continue to improve the orientation in the years to come. We appreciate your cooperation and time.

Orientation Committee

SOC. SEC. NO.____________________________

AGE__________

On the following items please circle one number which identifies the appropriate response for your situation.

Hypotheses

1. Considering the nature and amount of information covered in orientation did you find it:

    1. Too long
    2. About right
    3. Too short

2. Considering the kinds of information being conveyed in the orientation program did you find the presenters:

    1. Quite dull and boring
    2. Somewhat dull and boring
    3. Somewhat lively and interesting
    4. Quite lively and interesting

3. Did you find the information presented in orientation

    1. Quite helpful
    2. Somewhat helpful
    3. Not very helpful
    4. Not at all helpful

4. Overall would you rate the Freshman Orientation Program

    1. A very useful experience and well worth the time
    2. A somewhat useful experience and probably worth the time
    3. Somewhat useless experience and probably not worth the time
    4. A quite useless experience and definitely not worth the time

5. Did the information you received during the orientation program inform you sufficiently about the academic and scholastic policies? (Grading, homework, warning and probationary status)

    1. Very informative
    2. Yes, moderately informative
    3. No
    4. Confused me more than helped

6. Did the information you received during the orientation program inform you sufficiently about the campus, faculty, and administration?

    1. Very informative
    2. Yes, moderately informative
    3. No
    4. Confused me more than helped

7. Did the information you received during the orientation program inform you sufficiently about social activities on campus?

    1. Very informative
    2. Yes, moderately informative
    3. No
    4. Confused me more than helped

8. If you could have received additional information during Freshman Orientation, in what area(s) would you have requested it? (Circle one or more of the following responses):

    1. Grading
    2. Homework
    3. Registration
    4. Changing class schedule
    5. Dropping classes and adding classes
    6. Academic Standards policy (warning, probation, suspension)

9. During or at the end of the orientation program did you have a conference with your advisor or group leader?

    1. Yes
    2. No

10. In the orientation program did your advisor or group leader make you feel:

    1. Quite free to ask questions or get individual attention
    2. Somewhat free to ask questions or get individual attention
    3. Somewhat uncomfortable about asking a question or seeking individual attention
    4. Quite uncomfortable about asking a question or seeking individual attention.

11. In the orientation program how did you feel about the amount of time your advisor or group leader spent with you:

    1. It was plenty - very pleased
    2. It was ample - pleased
    3. Wish I could have had more time
    4. It was not enough time
    5. He did not spend any time

12. I know the physical location of my advisor.

    1. Yes
    2. No

13. Please indicate your feelings about the following service: Academic Advisement (selecting courses, adjusting schedules, planning programs, etc.)

    1. The service was extremely valuable to me
    2. I found the service to be worthwhile
    3. I received little benefit from the service
    4. I never used this service
    5. WSC does not offer this service

14. Are you encountering difficulty in adjusting to college?

    1. Yes, to an extreme degree
    2. Yes, a noticeable amount
    3. Yes, but very little
    4. No, not at all

15. How satisfied are you with WSC as a whole?

    1. Completely satisfied
    2. Satisfied
    3. Indifferent
    4. Dissatisfied
    5. Completely dissatisfied

16. Registration was simple and convenient

    1. Strongly agree
    2. Somewhat agree
    3. Somewhat disagree
    4. Strongly disagree

17. How well acquainted are you with the Counseling Center?

    1. Very well acquainted
    2. Fairly well acquainted
    3. Moderately acquainted
    4. Vaguely acquainted
    5. Not at all

18. I am satisfied with the courses my advisor or group leader suggested

    1. Strongly agree
    2. Somewhat agree
    3. Somewhat disagree
    4. Strongly disagree

19. I am satisfied with the courses I selected

    1. Strongly agree
    2. Somewhat agree
    3. Somewhat disagree
    4. Strongly disagree

20. My advisor or group leader helped me formulate an academic program for graduation.

    1. Strongly agree
    2. Somewhat agree
    3. Somewhat disagree
    4. Strongly disagree

21. I understand the requirements for graduation in my major and minor field.

    1. Strongly agree
    2. Somewhat agree
    3. Somewhat disagree
    4. Strongly disagree

22. How certain were you of a major at the beginning of this quarter?

    1. Very certain
    2. Almost certain
    3. Uncertain
    4. Very uncertain

23. How certain are you of your choice of major at the present time?

    1. Very certain
    2. Almost certain
    3. Uncertain
    4. Very uncertain

24. Did the freshman orientation program help you decide on a major?
    1. Yes, a great extent
    2. Yes, a noticeable amount
    3. Yes, but very little
    4. Not at all

25. The effect of the orientation program on your original choice of major was to:

    1. Strengthen it considerably
    2. Strengthen it slightly
    3. No change
    4. Weaken it slightly
    5. Weaken it considerably

26. Have you outlined the specific courses required for your choice of major and graduation requirements?

    1. Yes
    2. No

27. If you changed your major during the quarter, list the change from ______________________ to ______________________.

28. If a change of major is required during the quarter, have you completed the official paperwork required by the college for such a change?

    1. Yes
    2. No

Clerically Checked Items

29. Retention - Attrition after two quarters

30. Grade Point Average (GPA) measured after one quarter

31. Subjects' completion of the Self-Report Questionnaire

# APPENDIX E

## SUMMARY OF QUESTIONNAIRE RESULTS AND WEIGHTED MEANS

# APPENDIX E

## WEBER STATE COLLEGE COMPUTER CENTER
## RESULTS OF TEST OR SURVEY

### Experimental Group

Question 1

| Answer No. | NR | 1 | 2 |
|---|---|---|---|
| Percent | 4.5 | 25.0 | 70.4 |
| Weighted Mean | | 1.73 | |

Question 2

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 13.6 | 6.8 | 27.2 | 45.4 | 6.8 |
| Weighted Mean | | 2.60 | | | |

Question 3

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 4.5 | 45.4 | 25.0 | 22.7 | 2.2 |
| Weighted Mean | | 1.80 | | | |

Question 4

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 4.5 | 34.0 | 40.9 | 18.1 | 2.2 |
| Weighted Mean | | 1.88 | | | |

Question 5

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 4.5 | 31.8 | 47.7 | 11.3 | 4.5 |
| Weighted Mean | | 1.88 | | | |

Question 6

| Answer No. | NR | 1 | 2 | 3 |
|---|---|---|---|---|
| Percent | 4.5 | 34.0 | 50.0 | 11.3 |
| Weighted Mean | | 1.76 | | |

Question 7

| Answer No. | NR | 1 | 2 | 3 |
|---|---|---|---|---|
| Percent | 4.5 | 18.1 | 36.3 | 40.9 |
| Weighted Mean | | 2.23 | | |

Question 8

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Percent | 34.0 | 20.4 | 6.8 | 15.9 | 4.5 | 11.3 | 6.8 |
| Weighted Mean | | 3.00 | | | | | |

Question 9

| Answer No. | 1 | 2 |
|---|---|---|
| Percent | 72.7 | 27.2 |
| Weighted Mean | | 1.27 |

Question 10

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 4.5 | 63.6 | 25.0 | 4.5 | 2.2 |
| Weighted Mean | | 1.42 | | | |

Question 11

| Answer No. | NR | 1 | 2 | 3 | 4 | 6 |
|---|---|---|---|---|---|---|
| Percent | 9.0 | 25.0 | 45.4 | 11.3 | 6.8 | 2.2 |
| Weighted Mean | | 2.10 | | | | |

Question 12

| Answer No. | 1 | 2 |
|---|---|---|
| Percent | 88.6 | 11.3 |
| Weighted Mean | | 1.11 |

Question 13

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 4.5 | 11.3 | 38.6 | 22.7 | 20.4 | 2.2 |
| Weighted Mean | | 2.61 | | | | |

Question 14

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 4.5 | 9.0 | 52.2 | 34.0 |
| Weighted Mean | | 3.15 | | |

Question 15

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 2.2 | 13.6 | 61.3 | 15.9 | 4.5 | 2.2 |
| Weighted Mean | | 2.18 | | | | |

Question 16

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 2.2 | 13.6 | 43.1 | 31.8 | 9.0 |
| Weighted Mean | | 2.37 | | | |

Question 17

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 2.2 | 6.8 | 25.0 | 38.6 | 22.7 | 4.5 |
| Weighted Mean |  | 2.93 |  |  |  |  |

Question 18

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 4.5 | 20.4 | 61.3 | 9.0 | 4.5 |
| Weighted Mean |  | 1.97 |  |  |  |

Question 19

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 2.2 | 36.3 | 45.4 | 9.0 | 6.8 |
| Weighted Mean |  | 1.86 |  |  |  |

Question 20

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 6.8 | 9.0 | 38.6 | 22.7 | 22.7 |
| Weighted Mean |  | 2.63 |  |  |  |

Question 21

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 2.2 | 25.0 | 38.6 | 20.4 | 13.6 |
| Weighted Mean |  | 2.23 |  |  |  |

Question 22

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 50.0 | 22.7 | 22.7 | 4.5 |
| Weighted Mean |  | 1.81 |  |  |

Question 23

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 2.2 | 38.6 | 29.5 | 15.9 | 13.6 |
| Weighted Mean |  | 2.04 |  |  |  |

Question 24

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 2.2 | 11.3 | 20.4 | 65.9 |
| Weighted Mean |  | 3.50 |  |  |

Question 25

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 2.2 | 4.5 | 20.4 | 54.5 | 11.3 | 6.8 |
| Weighted Mean | 2.95 |  |  |  |  |  |

Question 26

| Answer No. | 1 | 2 |
|---|---|---|
| Percent | 38.6 | 59.0 |
| Weighted Mean | | 1.68 |

Question 28

| Answer No. | NR | 1 | 2 |
|---|---|---|---|
| Percent | 11.3 | 6.8 | 77.2 |
| Weighted Mean | | 2.05 | |

## WEBER STATE COLLEGE COMPUTER CENTER
## RESULTS OF TEST OR SURVEY

### Control Group

Question 1

| Answer No. | NR | 1 | 2 |
|---|---|---|---|
| Percent | 10.0 | 57.1 | 32.8 |
| Weighted Mean | | 1.36 | |

Question 2

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 10.0 | 8.5 | 55.7 | 24.2 | 1.4 |
| Weighted Mean | | 2.20 | | | |

Question 3

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 10.0 | 5.7 | 55.7 | 25.7 | 2.8 |
| Weighted Mean | | 2.28 | | | |

Question 4

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 10.0 | 4.2 | 61.4 | 20.0 | 4.2 |
| Weighted Mean | | 2.26 | | | |

Question 5

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 10.0 | 7.1 | 52.8 | 24.2 | 5.7 |
| Weighted Mean | | 2.31 | | | |

Question 6

| Answer No. | NR | 1 | 2 | 3 |
|---|---|---|---|---|
| Percent | 10.0 | 8.5 | 57.1 | 24.2 |
| Weighted Mean | | 2.17 | | |

Question 7

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 10.0 | 8.5 | 40.0 | 40.0 | 1.4 |
| Weighted Mean | | 2.38 | | | |

Question 8

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Percent | 57.1 | 4.2 | 4.2 | 22.8 | 4.2 | 2.8 | 4.2 |
| Weighted Mean | | 3.23 | | | | | |

Question 9

| Answer No. | NR | 1 | 2 |
|---|---|---|---|
| Percent | 7.1 | 42.8 | 50.0 |
| Weighted Mean | | 1.53 | |

Question 10

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 44.2 | 31.4 | 12.8 | 8.5 | 2.8 |
| Weighted Mean | | 1.69 | | | |

Question 11

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 37.1 | 11.4 | 22.8 | 8.5 | 10.0 | 10.0 |
| Weighted Mean | | 2.75 | | | | |

Question 12

| Answer No. | 1 | 2 |
|---|---|---|
| Percent | 60.8 | 39.1 |
| Weighted Mean | | 1.39 |

Question 13

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 1.4 | 4.3 | 24.6 | 8.6 | 57.9 | 2.8 |
| Weighted Mean | | 3.30 | | | | |

Question 14

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 2.8 | 18.8 | 44.9 | 33.3 |
| Weighted Mean | | 3.08 | | |

Question 15

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 15.9 | 53.6 | 24.6 | 5.7 |
| Weighted Mean | | 2.20 | | |

Question 16

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 4.3 | 46.3 | 39.1 | 10.1 |
| Weighted Mean | | 2.55 | | |

Question 17

| Answer No. | NR | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Percent | 4.2 | 8.5 | 24.2 | 44.2 | 18.5 |
| Weighted Mean | | 3.76 | | | |

Question 18

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 40.5 | 11.5 | 37.6 | 4.3 | 5.7 |
| Weighted Mean | | 2.07 | | | |

Question 19

| Answer No. | 1 | 2 | 3 |
|---|---|---|---|
| Percent | 31.8 | 57.9 | 10.1 |
| Weighted Mean | | 1.78 | |

Question 20

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 30.4 | 8.6 | 20.2 | 11.5 | 28.9 |
| Weighted Mean | | 2.87 | | | |

Question 21

| Answer No. | NR | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Percent | 4.3 | 14.4 | 34.7 | 17.3 | 28.9 |
| Weighted Mean | | 2.63 | | | |

Question 22

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 34.7 | 17.3 | 21.7 | 26.0 |
| Weighted Mean | | 2.39 | | |

Question 23

| Answer No. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Percent | 31.8 | 21.7 | 24.6 | 21.7 |
| Weighted Mean | | 2.36 | | |

Question 24

| Answer No. | NR | 3 | 4 |
|---|---|---|---|
| Percent | 4.3 | 4.3 | 91.3 |
| Weighted Mean | | 3.95 | |

Question 25

| Answer No. | NR | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Percent | 10.1 | 4.3 | 2.8 | 75.3 | 2.8 | 4.3 |
| Weighted Mean | | 3.00 | | | | |

Question 26

| Answer No. | 1 | 2 |
|---|---|---|
| Percent | 36.2 | 63.7 |
| Weighted Mean | | 1.63 |

Question 28

| Answer No. | NR | 1 | 2 |
|---|---|---|---|
| Percent | 24.6 | 7.2 | 68.1 |
| Weighted Mean | | 1.90 | |